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ABSTRACT

The purpose of the university seminar at Bowling Green State University is to introduce new students to the academic and cultural life of higher education at the university by focusing on as many of its aspects as possible during a 20-contact hour, 10-week period. The seminar is coordinated by faculty/staff/upper division students and presents the potential of a university education from the standpoint of its educational, cultural, and recreational programs and its human resources. Students are encouraged to explore the purpose and value of higher education in relation to their own plans and experiences. University seminar classes enroll freshmen and transfer students for a two-credit hour seminar. Information is provided about expected student outcomes, the syllabus, grading guidelines, team teaching, and planning and coordination. A description is provided about the seminar units, which concern the following topics: introduction, support services, classroom dynamics, academic advising, life outside the classroom, the purpose and value of higher education, administrative organization and decision-making at the university, general education, career education and development, and conclusion. Resource facilities and persons and a bibliography for the mentor teams are included. (SW)

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# Mentor Handbook
# University Seminar Program

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HE 010 455

University Division of General Studies / Bowling Green State University

# MENTOR HANDBOOK

## UNIVERSITY SEMINAR PROGRAM

* * * * * * *


The University Seminar Advisory Committee

Charlotte Scherer,
Director

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Richard Burke ('77-'78, '78-'79)
Ernest Champion ('77-'78, '78-'79)
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Harold Marquardt ('77-'78)
Michael Marsden ('77-'78)
Nancy Miller ('77-'78)
Thomas Travis ('77-'78)
James West ('77-'78)



September, 1978

Dedicated to

Harold R. Marquardt

1931 - 1978

July 28, 1978

It is very fitting that the University Seminar Handbook for 1978-79 be dedicated to the memory of Dr. Hal Marquardt, the Coordinator of the Seminar Program during the academic year, 1976-77. The Seminar has been very fortunate that during its formative years it had a person like Hal Marquardt to be its principal mentor. The cardinal tenet in Hal's philosophy of education was that everything begins and ends with the student. His dedication to this philosophy and his deep concern for the well being of freshmen was something that those of us who worked closely with him came to admire and appreciate. It is in the nature of things that changes in personnel occur by accident or design. However, it is well that we remember that even in a world of change that there are certain abiding principles that are beyond change. Even as we dedicate this issue to Hal Marquardt we will remember that one of the principles for which the seminar was created is that it be of service to the students, especially the freshmen entering B.G.S.U. I am sure that I am expressing the sentiments of many who worked with Hal when I say if we can do just that, and be of service to the students, then we have served his memory well.

Signed,

Ernest A. Champion

Ernest A. Champion,
Assistant Director/Associate Professor
Ethnic Studies Program

ACKNOWLEDGMENTS

The efforts of many individuals have been important in producing this Handbook. An earlier version, under the able direction of the late Harold R. Marquardt, Coordinator of the Seminar Program during 1976-77 and Fall of 1977, cited the work of many people. Because the quality of their work was crucial to this revision, they will be cited here. Special thanks for earlier versions go to Duane Whitmire, Ernest Champion, Gregg DeCrane, Kathy Hart, Mary Lee Kuhtz, and Susan Conover for creatively and generously donating many hours in redesigning the content and format of the Handbook. Audrey Rentz and the Career Education and Development Steering Committee prepared the earlier units IX and X and are responsible for resources associated with those units.

Diane Hagemeyer coordinated clerical and scheduling arrangements. The collection of needed materials was accomplished by Diane and Judy Gottschling. Judy also typed the manuscript for the 1977 Handbook.

Special recognition should go to Duane Whitmire, who was instrumental in the development of the first Handbook and the initial stages of the 1977 revision, and to Tom Travis who made many last minute recommendations and preparations for the 1977 edition.

The current 1978 edition is the result of the efforts of the 1977-78 Seminar Advisory Committee and past Mentors who have contributed ideas and exercises to the various Seminar units. Thanks also go to Diane Hagemeyer, who once again coordinated the clerical arrangements, and to Nan Steinle, Shari McCullough, Belinda Clayton, and Mary Helge who typed the manuscript and collected materials.

Charlotte Scherer, Director
University Seminar Program
Editor, 1978 Mentor Handbook

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# THE UNIVERSITY SEMINAR: A RATIONALE

The purpose of the University Seminar is to introduce new BGSU students to the academic and cultural life of higher education at Bowling Green State University by focusing on as many of its aspects as is feasible during a twenty contact hour, ten week period. The University Seminar, coordinated by faculty/staff/upper division student mentors, presents the potential of a university education to our new students, and provides an opportunity for new students and concerned mentors to ponder together the exciting and challenging experience we refer to as "higher education."

In so doing, new students encounter many facets of the university, from its educational, cultural, and recreational programs and facilities to its human resources. Through the seminar, students are shown how to make the fullest use of the many enriching elements our university offers. This process in its realized ideal eliminates the tragedy of a junior or senior exclaiming, "If only I had known."

During its first three years, the success of the University Seminar Program has been gratifying. The extensive evaluations reinforce the importance of continual curricular review and revision, and this process will be a permanent aspect of the program. Evaluations indicate the Seminar has been successful in providing new students with information about university resources, in encouraging students to explore and discuss the purpose and value of higher education in relation to their own plans and experiences, and in helping them examine their own educational goals. Students who have successfully completed the Seminar have been able to move from problems of

transition to the university community to pursuits of general education and major program study with a clearer understanding of themselves and the institution of which they are a part. They have been better able to see how their higher educational experiences contribute to their personal goals. In this way, the University Seminar can be seen as a valuable aid in the student's transition to university life. By providing new students with opportunities to be exposed to many facets of the university, it becomes an integral part of the Freshman Experience.

# UNIVERSITY SEMINAR GOAL STATEMENT

The University Seminar Program has been designed to meet three major goals, while employing a variety of approaches, in achieving the stated expected student outcomes. University Seminar classes enroll freshmen and transfer students for a two credit hour seminar to accomplish the following goals:

I. Facilitate transition of new students (freshmen and transfers) into the academic and cultural life of the university by:

   a) providing them with a humanistic introduction to the university;

   b) providing information regarding services, resources, facilities, procedures, and academic options available to them;

   c) introducing them to the nature and the importance of university advising systems;

   d) helping them examine their individual goals and objectives; and

   e) encouraging their active participation in academic life.

II. Increase students' understanding of the purpose and value of higher education relative to their own collegiate and post-collegiate experience by:

   a) helping them formulate a concept of the "educated person";

   b) helping them understand the roles of students, faculty, and administrators in the university;

   c) helping them become aware of the concept, purpose, and value of general education; and

   d) developing their awareness of life planning and career education resources and processes.

III. Help new students develop basic skills and understandings necessary for academic success in the university by:

   a) developing their understanding of classroom dynamics and academic evaluation systems;

   b) assisting them to recognize the importance of developing basic educational skills, i.e., study, time-management, decision-making, critical reading, thinking, and writing; and

   c) helping them to organize step-by-step procedures for completing an academic project.

EXPECTED STUDENT OUTCOMES...

I. ...resulting from meeting the goal of facilitating the transition of new and transfer students into the academic and cultural life of the university.

By participating in the University Seminar class, the students will be able to:

1. Make direct, immediate, and regular contact with a faculty member, a staff member, an upper division student, and a small (about 20) number of peers;
2. Share opinions, concerns, and questions regarding their university experience;
3. Use the course-provided information and/or academic/personal counseling to meet their individual needs;
4. Become familiar with the library and other specialized buildings, academic resources, support services, cultural opportunities, and student activities and organizations;
5. Become aware of academic options and opportunities available to them;
6. Describe the role and function of academic advisors and use these resources to meet their advising needs;
7. Develop awareness of educational, career, and personal goals;
8. Plan for educational experiences at the university, and state how these relate to future plans.

II. ...resulting from meeting the goal of increasing students' understanding of the purpose and value of higher education.

By participating in the University Seminar class, the students will be able to:

1. Explore, discuss, and describe the purpose and value of higher education;
2. Describe their understanding of the "educated person";
3. Become familiar with university organizational and governance structures;
4. Know how to participate in the decision-making processes of the university;
5. Explore, discuss, and describe the purpose and value of general education and become familiar with general education requirements and alternatives;
6. Contrast general education with electives, major programs, and professional education;
7. Become aware of important considerations in making decisions regarding career and life style;
8. Become familiar with career education resources and options available; and
9. Begin to identify their own skills and abilities.

EXPECTED STUDENT OUTCOMES...(con't)

III. ...resulting from meeting the goal of helping new students develop basic skills and understandings necessary for academic success.

By participating in the University Seminar class, the students will be able to:

1. Become familiar with major teaching approaches and techniques and articulate their implications;

2. Develop skill in classroom participation;

3. Become familiar with academic evaluation systems and understand the rationale for these systems;

4. Demonstrate effective study and time management skills;

5. Identify, accurately restate, and discuss information read in various articles;

6. Design a procedure using library and other campus resources to research a chosen topic; and

7. Employ the designed procedure and successfully complete a project on a topic of their choosing, related to their role in the university.

# UNIVERSITY SEMINAR SYLLABUS

1. Introduction to the Seminar
   Objectives, requirements, planning the research project, choosing a topic.

2. Student Support Services
   The library, other support service offices and personnel, tours, visits, interviews, resource speakers.

3. Classroom Dynamics
   Teaching techniques, approaches, academic evaluation, study and time management skills, techniques for researching chosen topic.

4. Academic Advising
   Routine procedures, academic options/alternatives, individual conferences, visits to Program Advisement Offices, academic advisors.

5. Life Outside the Classroom
   Activities, organizations, facilities on campus/in the community, attendance at cultural activities.

6. Higher Education
   Types of institutions, purpose and value of higher education, discussion, readings, short papers.

7. Higher Education
   Administrative organization and decision-making, chartroom visit, meet with an administrator.

8. General Education
   The "educated person," purpose and value of general education, general studies offerings, discussions, readings, short papers.

9. Career Decisions, Life Planning, Academic Majors
   Values clarification exercises, decision making processes, academic options/alternatives

10. Personal, Educational, and Career goals
    Career Education Library and materials, career information, identification of skills and abilities, counseling/advising

11. Conclusion of the Seminar
    Putting it all together, sharing of projects (information gathered, conclusions drawn), evaluation of seminar classes.

Skills and understandings are written into class sessions where they may be most strongly emphasized, but it is assumed that skills and understandings developed earlier will be reinforced, augmented, and applied in subsequent sessions, thereby making both transition to the university environment and skill building on-going processes throughout the quarter.

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# UNIVERSITY SEMINAR
# GRADING GUIDELINES

The University Seminar Advisory Committee has determined that in order to receive a passing grade for the University Seminar, a student will:

1. Attend and actively participate in class activities

2. Complete written analyses (five total *, one to two pages each) covering:

   A) Interviews
   B) Articles
   C) Campus events
   * (e.g., a mentor team might assign writing assignments for two articles, two campus events, and one interview -- a total of five.)

3. Complete an extended quarter-long activity, consistent with Seminar goals, taking the form of one of the following (equivalent of five to ten pages):

   A) Library project
   B) Reflective journal
   C) Creative or artistic project

It is strongly urged that each mentor team work jointly to determine quality of assignments handed in, and in assigning final grades.

Only grades of S or U may be recorded for those students enrolled in University Division 100, University Seminar. The grade of U is used for both unsatisfactory work and for an incomplete in S/U courses. The grade of Incomplete itself cannot be assigned for an S/U graded course.

ABOUT TEAM TEACHING...

Team Teaching success depends on COMMUNICATION, COLLABORATION, COOPERATION.

I. Team Leadership

1. You can let leadership role move from person to person as the situation varies

2. HOWEVER... things go more smoothly if one person accepts the responsibility for certain administrative aspects of running the team
   a. call meetings
   b. arrange for meeting space, other needed facilities
   c. contact people, take care of details or team can agree on which details are delegated to which team member

II. Communication

1. Group planning sessions - regularly scheduled

   a. each team member needs to know what is expected of him, and of each member of the team
   b. general and specific instructional plans need to be known by each team member
   c. educational objectives for which the team is striving should be known by each member

2. Written correspondence can be helpful in some situations (recaps of meetings, duties)

3. Improvement of Communication

   a. distribute minutes or recaps to those involved.
   b. define broadly, but clearly, areas in which team leaders serve in official, intermediary, or other capacity (communication with UD Office, Director of Seminar Program, etc.)
   c. define and clarify policies regarding student counseling, advising, grading, assignments, etc.
   d. allow opportunities for all mentors to give expression to their needs and ideas.

III. Decision-Making

1. Must have joint planning sessions.
   a. provide opportunity for free, open communication and operational decisions which are mutually acceptable to participating mentors

2. Team must have use of a thoroughly understood method of arriving at acceptable solutions to the conflicts that are possible. Comflicts will develop as the team attempts to deal with the problems that normally occur in all learning situations.

a. Three strategies by which decisions are reached (Follett)

| | |
|---|---|
| Domination | Domination-Compromise used frequently |
| Compromise | Team should strive for Compromise and |
| Integration | Integration |

b. Three categories for classifying solutions (Chester I. Barnard)
describe decisions in terms of source of stimulus
superior = source
subordinate = source
within the person = creative decision
necessary in team teaching

3. Use a system

a. systems approach can work (see Breve 27)
b. requires a team to think through its problems and assures every member opportunity to contribute.

1) A systems approach is described in Breve 27
2) Factors affecting decisions:

Individuals involved
Roles of those individuals
Groups involved - formal, informal structure
Policies-regulations involved
Philosophy involved - Personal — Organizational
Professional — Official, unofficial
Intended, actual
Values involved - Personal — Group
Professional — Announced, actual

3) Follow-up important
Communication
Implementation
Evaluation

IV. Practical Suggestions from team teachers

1. It takes time to express and listen to ideas, therefore, time must be allotted

2. In your preliminary planning sessions share your strengths and weaknesses. You will also find that two heads (or more) heads are better than one, not only in the planning phase, but in procedure and implementation.

3. Many times the brainstorming technique brings out many ideas which can be discussed

4. An admonition to those working closely together in team teaching: "agree to disagree agreeably and resolve to love". (E. Stanley Jones)

5. Re: Team Meetings: Begin meeting by specifically listing an agenda to be covered in that meeting, listing the most important topics first in case there isn't time for the whole list.

a. Begin systematically discussing items on listed agenda, being aware of the following "pitfalls" of team meetings:
   1) Unconsciously made interruptions by other staff members
   2) Getting off the track of the agenda with little sideline stories or jokes that something has reminded you of
   3) Being critical of everything but not giving positive suggestions on how to remedy situations

b. Evaluation is an important aspect of a team meeting. The team should be constantly evaluating class sessions and discussing what techniques worked well and what did not work out to satisfaction. Frequent feedback from the "clientele" (students) is also very useful in evaluation.

c. Appoint a recorder at a team meeting

d. Assign responsibilities to different team members

e. Use the objectives and ideas upon which all have agreed for implementing plans

f. All team members should agree upon physical aspects and expectations in regard to class session format, assignments, grading, etc.

Decision-Making in Team Teaching

BREVE 27

## A SYSTEMS APPROACH TO DECISION-MAKING

* Identify true problem (the cause, not a symptom).
  Requirement: know the goals involved.

* Assemble known facts and/or additional information.
  Requirement: know the research techniques involved -
  - Computer capabilities
  - Interaction analysis
  - Interview
  - Force field analysis
  - Questionnaire
  - Sociometric analysis
  - etc.

* Propose possible solutions.
  Requirement: understand optimal vs. appropriate decisions.

* Select trial solution.
  Requirement: understand domination, compromise, and integration of ideas.

* Plan action required to implement trial solution.
  Requirement: maximum team involvement.

* Act on trial solution.
  Requirement: good communication a "must"!

* Evaluate.
  Requirement: know the objectives sought. May require return to third or even first step.

from: Chamberlin, Leslie J., Team Teaching Organization and Administration, Charles E. Merrill Publishing Company, Columbus, Ohio, 1969.

## SUGGESTIONS FOR SEMINAR PLANNING AND COORDINATION

A. Weekly Meetings
   1. Review and assessment of last session
      What worked; what bombed
      What topics generated interest
      What to emphasize on course outline
   2. Plan for next session(s)
      Who is to do what before class
      Who is to do what in class
      What resource persons to select

B. Feedback to students
   1. Criteria for grading
      Quantity, quality, articulation
   2. Procedures and record keeping
      Each one read each paper
      Collaborative discussion and grading

C. The Project
   1. Suggested topics
   2. Project description form
   3. Principal adviser
   4. Meetings and drafts

-- Thanks to Sheldon Halpern
Terry Obrock
Chuck Freisner

SAMPLE MENTOR TEAM PLAN

FOR

UNIVERSITY SEMINAR

STUDENT SERVICES UNIT

I. Objectives and Outcomes (from the Mentor Handbook)

A. To have students become aware of the various support services at BGSU and of the functions performed by those services

B. To assist students in identifying the relationship between support services and the educational mission of the university

C. Students will be able to:

1. Become familiar with the Library and other specialized buildings, academic resources, support services and cultural opportunities

2. Design a procedure using the Library and other campus resources to research a chosen topic

3. Continue to develop skill in classroom participation

CLASS UNIT

I. Opening: Art

----discussion of past week's experiences
----problems, questions

II. Introduction to this unit: Marsha

III. Presentation of interviews with various student services: Students

IV. Discussion of student services: Joe

V. Relationship between student services and University (organizational chart, funding support): Marsha

VI. Next week's assignment: Art

-- Thanks to Joe Lombardi
Marsha Rice
Art Komorowski

SAMPLE FORM - MENTOR FEEDBACK TO STUDENTS

UNIVERSITY SEMINAR PROGRAM
Section 3817 Fall Quarter 1976

Dear_____:

Now that we have had an opportunity to become acquainted with you through your class participation and written assignments, we feel that you may wish to receive some sort of evaluation feedback regarding your work in University Seminar.

Each of us independently has read each item of written work you turned in. Each of us has evaluated each assignment on the basis of quality, quantity and articulation (writing style). Quality means the depth or thoroughness of your thinking. Quantity is an estimate of the breadth or scope of your thinking -- the amount of work you have done. Articulation is the way in which you communicate your ideas.

We met on Monday, October 25, 1976, and discussed each paper in terms of these criteria. The results of our discussions were the grades shown below. Each grade thus represents a composite, a synthesis, a consensus of our individual opinions about each aspect of your papers.

| Writing Assignment | Grade |
|---|---|
| Autobiographical Sketch | _____ |
| Mapping Your Learning | _____ |
| Project Questionnaire | _____ |
| Article Summary | _____ |

General observations and comments_____

_____

_____

Please be aware that these grades are only our interim estimate of your work to date; they may or may not be an indication of the final grade you receive in this class. If you should have any questions or concerns about your work, please discuss them with us as a team or as individuals. We look forward to your participation.

-- Thanks to Chuck Freisner
Sheldon Halpern
Terry Obrock

TO: Mentors - University Seminar

FROM: Pete Facione, Director
University Division

RE: Critical Thinking and Philosophical Discussions in the University Seminar

Often during these past few months mentors in the University Seminar have asked me to suggest strategies for engaging students in critical thinking and in philosophical discussion. I would like to share with all of you my ideas on how this might be done.

I. Critical thinking is something which is taught less by lecturing about it than by employing it as a tool in a variety of formats, e.g., group discussion. As a tool it can be applied to any problem or issue that might come up in class. Whenever someone presents a position or point of view it is possible to apply the tool of critical thinking (or "critical analysis") to that presentation. In the August, 1977 issue of the Proceedings and Addresses of the American Philosophical Association, (volume #6, page 577-578), a professor from the University of Louisville, David Whiteside, presents a list of questions that he uses to help his students learn how to critically analyze and evaluate a position or point of view. He says that he asks the students to be guided by the following nine questions:

1. Is what is said clear? If not, how is it unclear?
   a. Are explanations of important concepts given?
   b. Are definitions of important terms given?
   c. Are examples given to illustrate important points or concepts?
2. Are the main conclusions explicitly identified?
3. What are the reasons given for the claims made?
4. Do the reasons given provide good evidence for the claims made?
5. Is what is said consistent, and if not, how is it inconsistent?
6. Are there dubious assumptions, and are they indicated and argued for?
7. Are there important or dubious implications of what is said, and are they indicated and discussed?
8. Are obvious counterexamples and counterarguments taken into account?
9. Are the important issues raised by the problem discussed?

There are other rubrics and models available which you could use to help you learn how to engage students in critical thinking and critical analysis. For example, there is Scriven's book Reasoning and Ruby's, The Art of Clear Thinking. I have several others which you might also wish to examine. The important thing to remember is that you have to put the burden on the students to explain (a) what is being said, (b) what reasons are offered, (c) what conclusions are drawn, (d) what assumptions are made, (e) what implications follow, and (f) whether all of these assumptions, reasons, and implications are trustworthy or

dubious. Engaging students in answering these kinds of questions is at least a starting point in teaching them how to think critically.

II. It is important to try to pursue the practical and the philosophical goals of the course simultaneously. Teaching philosophy doesn't mean lecturing students or getting them to memorize theories. Philosophy starts with concrete, practical problems. As students discuss the problems, mentors should continually prod them and tease them toward the more philosophical questions involved. For example, as the Mentor Handbook illustrates, if you were discussing how a particular paper was graded or the grading procedure used in your particular section of the course, you could easily move toward more philosophical questions like: what the ideal grading policy should be, what purposes there might be for grading and whether they are legitimate purposes, what by-products result, whether grading accomplishes its stated purposes, what alternative policies might be available, how this policy of giving grades fits into a larger set of institutional practices, what the overall objectives of these practices are, whether alternative procedures and goals should be adopted for the university in general that would have implications for changes in the grading policy, etc. In so doing, you automatically move from the practical concerns to the philosophical concerns, and you also deal with not only the students' particular questions about your own grading practices, but also the more philosophical questions that the course is intended to have the students consider. For example, the purposes of the university, the purposes of particular courses of instruction and the methods used to achieve these purposes, and the place of the university in society.

Some mentors have asked what it means to be philosophical in the context of the University Seminar. Being philosophical about a particular issue does not mean pronouncing unconfirmable aphorisms or pontificating about issues in the absence of hard evidence. Rather, being philosophical means being concerned with precision of thought, with reasons for particular points of view, with the evaluation of various points of view and the reasons offered on their behalf, with speculations concerning alternative possible goals and alternative possible ways to achieving goals, and with achieving a consistency and coherence in one's thinking. As a result, one could be philosophical about almost anything provided that one is concerned with goals like precision and clarity of thought, unbiased intellectual evaluation, and intellectual consistency. An often successful strategy, used by Socrates and other successful mentors, is to begin with concrete issues, particular case studies, or genuine human problems and build from them toward more comprehensive intellectual understandings of one's life, one's values, and one's relationship to others. That's why the Seminar offers such a fertile field for philosophical activity. Students in the Seminar are making the transition to college life. Questions and problems naturally arise during this transition. In the Seminar you should provide your students with the opportunity to hear different points of view expressed and to evaluate these points of view, to pursue the reasons that lie behind the policies and procedures that students encounter, and to achieve some understanding of the goals and purposes that the university espouses. All of these provide you with an excellent opportunity for both practical and philosophical discussion.

## RESOURCES SECTION

Following the green sheet in the middle of the Handbook is a Resources Section. Lists of resource facilities, and people whom Mentors can cantact for information or to be guest speakers are included. There are also sample exercises and ideas successfully used by past Mentors. Many of the exercises are referred to in the various seminar units; others are ideas for activities you may want to use or adapt for use in a particular session to meet the needs of your particular group. The exercises and ideas are in order by unit topic where they would seem to be most appropriately used. (Feel free to use them as you see fit.)

## MENTOR HANDBOOK SUPPLEMENT

*The Mentor Handbook Supplement is designed to provide* supplemental materials to the mentors. Each document in the Supplement contains valuable information which may be applicable to one or more units of the Seminar, and mentors are encouraged to examine these booklets and other materials thoroughly for possible use. The documents included are as follows.

College of Arts and Sciences: Advising and Program Handbook
College of Business Administration: Questions and Answers
College of Education: Freshman Handbook
College of Health and Community Services: Academic Handbook
College of Musical Arts Handbook
General Bulletin: Bowling Green State University
University Division: A Great Place to Start

Student Reading Series (A collection of articles to be used as assigned reading in the Seminar)

Two other resources not included in the Mentor Handbook Supplement, but available on reserve in the library are:

Credit Alternatives Catalogue
Minding Your General Education

In an attempt to give mentors some insight into the content of the various materials, the following descriptive information related to each document is provided.

College of Arts and Sciences: Advising and Program Handbook

This handbook is intended as a guide for students entering the College of Arts and Sciences. Its purpose is to help the student to prepare and to complete a degree program in the College. It is hoped that this information will be useful in answering questions about the University, the College, and its programs. A student is encouraged to read the University Bulletin for a better understanding of the regulations. Students are encouraged to contact their faculty advisors or seek an appointment with an assistant Dean or one of the Advisors in the College of Arts and Sciences Office, 205 Administration Building, for assistance whenever problems arise.

College of Business Administration: Questions and Answers

The purpose of this handbook is to provide information that will be helpful to freshmen in outlining their programs in the College of Business Administration. It is hoped that the information will help in answering questions about the University, the College, and its programs. Students are encouraged to contact their advisors or counselors (many of the counseling offices are mentioned in the handbook) for answers to questions or additional assistance.

College of Education: Freshman Handbook

The College of Education endeavors to assist freshmen enrolled in the College. It is hoped that the material presented in this handbook will supplement the material in the university catalogue and thus better enable each student to successfully cope with questions that may arise during the freshman year. If a student has additional questions, he/she should feel free to contact either his advisor or a counselor in the Undergraduate Program Advisement Office, Room 365, Education Building.

College of Health and Community Services: Academic Handbook

This Academic Notebook is an attempt to bring together most of the information needed by a freshman at Bowling Green State University in order to plan his/her academic program wisely. We have also included information about academic regulations and procedures that affect freshmen. If students study this Notebook carefully, the process of academic planning for their first quarter should be a good deal easier. This Notebook contains pages on each of the programs that offer specializations for freshmen. Students are strongly urged to read all of these entries to become better acquainted with the programmatic offerings of the College of Health and Community Services.

College of Musical Arts Handbook

This handbook will provide a guideline for students in the College of Musical Arts that will aid in planning their academic program wisely. Students are encouraged to read this handbook carefully to gather basic information and to consult the College Office for further clarification.

General Bulletin: Bowling Green State University

This bulletin attempts to provide students information about various aspects of Bowling Green State University. Some of the topics presented are: registration procedures, student life, programmatic offerings, and the administrative structure of the University. It is hoped that this bulletin will answer many of the questions students have as they enter a collegiate setting.

The University Division of General Studies: A Great Place to Start

The University Division of General Studies is a great place for a student to start and we hope that this brochure will explain what the Division means to students. All of the programs presented are part of something new on the Bowling Green campus - the University Division of General Studies. It is designed to meet student needs, concerns, and interests, and to offer exciting educational alternatives and experiences to all freshmen. One of the goals of the University Division is to provide more opportunities and more options for more freshmen. We hope that these opportunities and options will make the freshman year the beginning of an exciting and rewarding college experience.

Credit Alternatives Catalog

This catalog is designed to assist students as they begin to identify programs related to their particular interests. It should encourage an individual to plan early in his/her college career to take advantage of credit-by-examination and to experience off-campus study.

Educational settings seek to provide students with opportunities to develop as individuals. How a student develops depends on how wisely he/she plans his/her academic program. The decision to construct a worthwhile experience is in the hands of the student. Here, then, are some of the university resources and opportunities available to students as they assume the responsibility for their own education.

Minding Your General Education

This document describes many curricular sequences (defined as, "a set of courses selected from various departments and disciplines, all of which relate to a particular problem, societal issue, or historical period" that are designed to enhance a student's general education curriculum. Furthermore, the process by which a student can create his/her own curricular sequence is outlined.

## STUDENT READING SERIES

The Student Reading Series was developed in an attempt to better meet the needs of students taking the Seminar. A number of articles have been collected which are related to academic advising, academic options, general education, grades, and the purposes and value of higher education.

These articles may be chosen to be required readings as mentors deem appropriate. Some articles have suggested study questions provided with them; others do not. In many cases, certain articles are referred to in a particular Seminar Unit outline as especially appropriate for use with that unit's topic; but other articles have been added more recently and thus are not mentioned in the unit outlines.

Copies of the articles included the Student Reading Series are in the Mentor Handbook Supplement for each Mentor's reference. Other copies for student use are on reserve in the Library. It is suggested that Mentors look through the articles and assign those which seem appropriate for their students needs and interests. Mentors are advised that some students enrolled in Seminar may have difficulty understanding the vocabulary and content of certain articles; therefore, Mentors might wish to alert students to certain vocabulary or content when assigning the article. It is expected that many Seminar topics will be enhanced through use of these recommeded readings.

## UNIVERSITY SEMINAR UNITS

A number of objectives and expected student outcomes undergird all of the units of the Seminar. Major programmatic objectives include: 1) facilitating the transition of new students into the academic and cultural life of the university, 2) increasing students' understanding of the purpose and value of higher education, and 3) helping new students develop basic skills and understandings necessary for academic success in the university.

To ensure consistency among the various sections, the University Seminar Advisory Committee urges that the mentor teams cover all topics listed in the course syllabus, and adhere to the grading guidelines listed on page 7. In planning, the desired outcomes should also be considered, although it is recognized there are many ways to achieve these outcomes. The order of the units is not capricious but based upon the research results from the first two years of the Seminar program. Students tend to want to solve immediate pragmatic problems first, then deal with the more theoretical questions of "Why am I here?" "What career directions should I take?" and "What is general education?" However, the scheduling of the units may be modified for timeliness or the availability of resource people.

Eleven units have been prepared to assist each mentor team in planning weekly class sessions. Each mentor team should examine the objectives and outcomes for the units and utilize those activities suggested which would best meet the needs of their students. Mentor teams might also wish to develop other activities which will help students reach the desired goals and outcomes.

Mentors should find it helpful to informally evaluate each completed unit in terms of the defined objectives and outcomes. Although methodology and techniques may vary from one section to another, the objectives and outcomes should be consistent across all sections of the Seminar.

# UNIT I

## INTRODUCTION TO THE SEMINAR

I. Objectives and Outcomes

A. To gather information about the students' perceptions of the Seminar and the University.

B. To assist students in adjusting to a classroom setting where they are viewed as active participants.

C. Students will be able to:

1. Make direct contact with a faculty member, a staff member, an upper division student, and a small group of peers.

2. Begin to share opinions, concerns, and questions regarding their university experience.

3. Begin to develop skills in classroom participation.

4. State exact requirements of the course.

II. Techniques

A. Distribute and have students complete the "Student Information Form," which will provide information to Mentors and be used in evaluation of the Seminar Program.

B. Make use of an "icebreaker" or other group interaction exercises (See Resources section for sample exercises).

C. Discuss with group their expectations, perceived objectives of Seminar, general format and syllabus.

D. Specify requirements, grading guidelines and policies via a syllabus developed by your mentor team, should include initial discussion of quarter long project, ideas for topics and kinds of projects, how to complete Project Description Form.

E. Set up assignments for Unit II - Support Services.

1. Plan for students to view videotape "The Library and How" (15 minutes) either during this session or the next, or as a homework assignment at reserve library video carroll.

III. Related Materials and Exercises

A. Discussion Questions (as follow up to completing Student Information Form and group interaction exercises)

1. What kind of needs do you have?

2. What kind of goals do you have?

3. What are your interests?

4. What would you like the other members of the Seminar to know about you?

5. What do you hope to achieve in the Seminar?

6. Why is a serious study of academic life necessary?

7. What is the responsibility of the student in a seminar?

B. Course Requirements

1. Attendance and active participation in class activities.

2. Written analyses (five total*, one to two pages each) covering:

   a. interviews,
   b. articles read, and
   c. campus events attended.

3. Quarter-long activity, consistent with Seminar goals, taking the form of one of the following (equivalent of five to ten pages):

   a. library project,
   b. reflective journal,
   c. creative or artistic project

   The purpose of the project is to provide students a means to be more actively and tangibly involved in an ongoing effort to personalize and/or synthesize the learning experience of the Seminar. The student should be the major contributor to the precise design of the project. The project should be a quality work, exhibiting good writing principles and showing a knowledge of the library or other campus resources.

*(e.g., a mentor team might assign written papers for one interview, two articles, and two campus events, for a total of five.) Techniques that have proved successful in the past include 1) requiring students to solve a practical problem by interviewing personnel in various support offices and writing a summary of the results; 2) requiring students to read and write reactions to articles dealing with various seminar topics; 3) requiring students to attend a combination of musical, lecture, theatre, dance, and special events and write comments and a critique of events attended. (See Resources Section and Mentor Handbook Supplement for more details and suggested readings.)

Project Guidelines: 1) Mentors should divide the class up so that each student has a quarter-long project advisor. The student should meet with his or her sponsor/advisor mentor within the first three weeks of the course. The student in conjunction with the advisor will decide on a project that is both academically viable and at the same time representative of the student's interests; 2) Project Description Form: The student should submit by no later than the 5th week a Project Description Form to his or her advisor. This form is found in the Resources Section.

C. Autobiographical Sketch Exercise

1. This exercise, described in the Resources Section, should be assigned prior to the meeting in which the student and the advisor meet to discuss the project. The autobiography should act as a basis for identifying student interests and abilities.

D. BGSU Library Videotape Introduction

1. Plan to show the videotape "The Library and How!", a fifteen minute presentation which provides a basic introduction to the BGSU Library either this session or the next. To schedule the tape on closed circuit TV, phone WBGU-TV one day in advance.

E. "First of the Quarter" Types of Information

1. Various "first of the quarter" types of information might be discussed at the first meeting (for example, changes in registration; S/U option; deadlines for drop/add; etc.)

2. Six documents in the Mentor Handbook Supplement should prove to be valuable resources in discussing "First of the Quarter" types of information. They are:

a. College of Arts and Sciences: Advising and Program Handbook
b. College of Business Administration: Questions and Answers
c. College of Education: Freshman Handbook
d. College of Health and Community Services: Academic Handbook
e. College of Musical Arts Handbook
f. General Bulletin: Bowling Green State University

IV. Homework for Unit II -- Support Services

A. Students should begin preparation for their projects by:

1. Completing the autobiography.

2. Making an appointment with their project advisor.

B. Support Services Research

1. Students should identify one support service that may meet a need or interest they have, or they should be presented with procedural problems to solve (see Resources Section for ideas).

2. Then, students should interview appropriate personnel in his/her selected support service area or who represent offices where the problem can be dealt with, with the intent of giving a brief synopsis of the interviews at next week's class, and/or writing a summary report.

   a. Sample questions (not all inclusive)

      1) What is your title?
      2) What are the functions of your area?
      3) How is your area funded?
      4) How can a new student make use of your service?

3. If the whole group isn't seeing the library videotape during a class session, assign students to go to reserve library video carroll and view this 15 minute tape which provides a basic introduction to the BGSU Library, as preparation for a more formal orientation to the library during second class session.

# UNIT II

## SUPPORT SERVICES

The term "support services" refers to the many groups (see listing and descriptions in Resources Section) which exist within the university to conduct functions not otherwise represented by colleges, schools, departments, or other more traditional academic units. These offices and programs are supportive of the educational mission of the university by providing essential instructional-related, administrative, or operational services. Although some of the services impinge more directly than others upon each student's university experience, all enhance the quality of university life and should be given appropriate consideration.

I. Objectives and Outcomes

A. To have students become aware of the various support services at BGSU and of the functions performed by those services.

B. To assist students in identifying the relationship between support services and the educational mission of the university.

C. Students will be able to:

1. Become familiar with the Library and other specialized buildings, academic resources, support services, and cultural opportunities.

2. Design a procedure using the Library and other campus resources to research a chosen topic.

3. Continue to develop skill in classroom participation.

II. Techniques

A. Create a student-generated list of the support services available at BGSU.

B. Have each student study in depth and report upon the role and functions of one support service and on its relationship to the broader mission of the university by:

1. Having students individually or in small groups solve problems by visiting appropriate personnel on campus (see Resources Section).

2. Interviewing appropriate personnel of the service.

3. Checking available written records such as articles on the service which have appeared in the B.G. News over the last few years (located in the Archives Department, Library).

C. Discuss the role of the Library and procedures for using the Library by:

1. Showing videotape "The Library and How!", a fifteen minute presentation which provides a basic introduction to the BGSU Library. To schedule the tape on closed circuit TV, phone WBGU-TV one day in advance. This tape will provide basic background for a group visit to the Library.

2. Visiting the Library. Personnel at the Library will provide an overview and introduction to various resources particularly useful to new students. They can emphasize materials that will be helpful for Seminar quarter-long projects and help students become aware of such resources as the Card Catalog, Serials list, periodicals, microforms, reserve area, BG News Index and special collections. They can also help students learn how to deal with problems that may arise when using the Library for various course assignments. To arrange an orientation and instruction session as part of this unit, contact the Library Reference Department. (See Resources Section.) Plan to spend one hour for the Library visit.

D. Bring in resource persons who not only are well versed regarding their own service but also are quite capable of discussing the service in relation to the broader mission of the university

III. Related Materials and Exercises

A. Discussion Questions

1. Which of the support services do you see as most crucial to your academic experience? What do you expect the service or services to do for you?

2. In terms of the priorities of the university, where do support services fit in? Could BGSU exist without support services?

3. How important are support services such as the custodial staff, grounds crews, or maintenance crews? How would your education be affected without these services?

4. In what different ways does the Library serve the university population? How does the Library fit into the "learning how to learn" concept?

5. Should Ohio tax dollars and student fees be used to sustain support services?

B. Basic information on several support services is providedin the Resources Section and may prove to be useful in creating a student generated list as suggested under Techniques, A.

C. Numerous resource persons in the support services area are available to meet with Seminar sections. Each mentor team should decide which individual will most appropriately meet the needs of students in their section and then make contact with the resource person selected. (See Resources section).

IV. Homework for Unit III -- Classroom Issues and Academic Advising

A. Students could read Judith Plotz's article: "Is a Crime Against the Mind No Crime at All?" (See Mentor Handbook Supplement; the article is also on reserve in the Library).

B. Students could read Edward White's article: "Sometimes an A is Really an F." (See Mentor Handbook Supplement; the article is also on reserve in the Library).

# UNIT III

## CLASSROOM DYNAMICS

The Student's Role in the Classroom, Teaching Techniques, Academic Evaluation

I. Objectives and Outcomes

A. To increase student awareness of and participation in the classroom learning process.

B. To develop students' critical thinking skills concerning classroom evaluation (different testing methods, grades, etc.).

C. To help students deal with test/grading anxiety.

D. Students will be able to:

1. Become familiar with major teaching approaches and techniques and articulate their implications.

2. Become familiar with academic evaluation systems and understand the rationale for these systems.

3. Make a plan for demonstrating effective study and time management skills.

4. Identify, accurately restate and discuss information read in articles.

II. Techniques

A. Have students discuss some of the positive and negative aspects of classes they have experienced; then ask them to compare these experiences with their conception of ideal classroom situations.

B. Have students experience the "Classroom Dynamics" exercise.

C. Have students, in small groups, complete the "Designing an Ideal Grading System" exercise.

D. Familiarize students with sources of help for relieving testing/grading anxiety.

III. Related Materials and Exercises

A. Discussion Questions

1. What are the differences between passive and active learning?

2. Do instructors always teach and students always learn, or is the reverse possible?

3. What do you consider the ideal classroom learning situation?

4. Should students have any say in how their grades are determined?

5. Are grades necessary and desirable?

B. "Classroom Dynamics" Exercise
Have each mentor briefly role play the teaching of a class, each covering the same topic but each using a different instructional approach: lecture, discussion, or simulation. Have students, as a group, critically evaluate each method. Then divide students into three groups, giving one a short multiple-choice quiz, another a brief essay quiz, and the other an oral quiz. Reconvene the group and have students discuss their reactions to the various evaluation methods. Close with a general discussion concerning pedagogical and evaluation approaches.

C. "Designing an Ideal Grading System" Exercise
Design an ideal grading system to be used on the Bowling Green campus. Please identify the major strengths and weaknesses of the grading system you design.

D. Judith Plotz's article, "Is a Crime Against the Mind No Crime at All?" and Edward White's article, "Sometimes an A is Really an F," may provide a common focus for thoughtful discussion.

E. Because testing/grading anxiety is pervasive among college students, particularly freshmen, many student service areas have designed workshops to help students improve their study habits and deal with testing/grading anxiety. The Counseling and Career Development Center and various residence halls usually offer such workshops every quarter. In addition, the "SQ3R" information at the end of this unit is helpful. Having students block out a time management schedule and try following it for a few weeks is also a useful exercise. (See Resources Section).

F. BGSU Grading System

1. The following system of marks is used in reporting and recording a student's proficiency in courses: A-excellent; B-good; C-acceptable; D-poor, but passing; F-failure.

2. In a few courses, such as student teaching and Library and Educational Media 491, the only marks given are S-satisfactory and F-failure.

3. In University Seminar, internship courses, remedial courses, and the required courses in health and physical education, the marks used are S-satisfactory and U-unsatisfactory. S indicates course credit, and U indicates no credit. A grade of S is interpreted as falling within the range of A to C and carries full credit. A grade of U is interpreted as D to F and carries no credit. A grade of P is interpreted as falling within the range of A to C. S, U, or P grades do not affect the accumulative point average.

4. When a student withdraws from a course with the permission of the dean of the college, the course is marked W-withdrawn; WP-withdrawn passing; or WF-withdrawn failing. A student who wishes to withdraw from the University in good standing must obtain the permission of the dean of the college in which he/she is enrolled. If a student leaves the University without proper notice and permission, he/she receives a mark of WF in all courses. The student is not entitled to any refund of fees nor to a certificate of honorable dismissal. A student who withdraws with permission from the University receives a mark of W in all courses unless he/she has previously withdrawn from a course with WF. A student who withdraws from the University within three weeks of the end of the quarter is not permitted to enroll for the next quarter except by special permission of the academic dean.

5. The mark of I (incomplete) is given when, for some acceptable reason, a student fails to take the final examination or to meet some other definite requirement in a course. The mark of I may be removed and a grade may be substituted for it by a student's making up the deficiencies to the satisfaction of the instructor. Unless an extension of time is granted by the academic dean, a mark of I must be removed by February 15, May 15, August 15, and November 15 of the same year for the fall, winter, spring, and summer quarters respectively.

6. Points and Point Averages -
   To facilitate the averaging of grades, the following quality points are assigned to each mark:
   For each hour of A - 4 points;
   For each hour of B - 3 points;
   For each hour of C - 2 points;
   For each hour of D - 1 point;
   For each hour of F or WF - 0 points;
   For each hour of I-0 points after the deadline of removal.
   A student's point average is obtained by dividing the total number of points earned by the total number of hours undertaken excluding courses in which the marks S, U, W, or WP are recorded. The hours for which a mark of I is recorded are excluded from point average computation until the deadline for removal.

7. Other BGSU "Grade-Related" Types of Information

   a. Other BGSU "grade-related" types of information might be discussed at this meeting (for example, repeating a course; academic warning; academic probation; academic dismissal; and reinstatement).

   b. <u>The General Bulletin of Bowling Green State University</u> is especially applicable. (See the Mentor Handbook Supplement).

8. Contract grading

9. Grade appeal

IV. Homework for Unit IV -- Academic Advising and Options

A. Have students visit College Program Advisement Offices and/or their own advisor to find out what kinds of resources are available to them and to start making short and long range plans for academic choices.

B. Have students visit the University Division of General Studies to find out about special programs: Little College, Cluster Colleges, Coordinated Quarters.

C. Have students look at Credit Alternatives Catalog (on reserve) and identify at least one alternative class that fits in with their plans and be able to state why they would want to take it as an alternative. (Could be assigned as one of the short papers).

# UNIT IV

## ACADEMIC ADVISING

I. Objectives and Outcomes

A. To familiarize students with BGSU's academic advising system.

B. To familiarize students with the role and functions of academic advisors.

C. To acquaint students with basic information pertaining to University requirements and procedures (S/U regulations, academic appeals, etc.) and general studies requirements.

D. To familiarize students with campus personnel and resources related to academic advising.

E. To help students realize the importance of academic program planning.

F. Students will be able to:

1. Use the course-provided information and/or academic/personal counseling to meet their individual needs.

2. Become aware of academic options and opportunities available to them.

3. Describe the role and function of academic advisors and begin to use these resources to meet their advising needs.

II. Techniques

A. Bring in a resource person or persons actively involved in and knowledgeable about academic advising, especially optional programs (See list of Resouce people in Resources Section).

B. Have students interview one College and/or one departmental/program advisor and discuss their findings with other class members.

C. Have students outline their tentative bachelor's program or next two quarters choices (either as homework for the next class of as a project).

III. Related Materials and Exercises

A. Discussion Questions

1. What is the student's role in developing his/her academic program?

2. How can advisors assist students throughout the course of their university education?

3. Is academic advising necessary?

B. The Bowling Green State University General Bulletin

C. Credit Alternatives Catalog (on reserve in the Library)

D. Minding your General Education (on reserve in the library)

E. Slide presentation on Studies Abroad available (contact Adelia Peters, EDFI 2-0151)

IV. Homework for Unit V -- Life outside the Classroom

A. Have students attend an out of classroom program or event. Have them write a brief summary and evaluation of the event and state how it relates to the educational process.

B. Have students interview officers of student organizations (e.g., SGA, Residence Hall Association, Pan Hel, IFC, BSU, etc.). A brief report should be prepared on the goals and functions of the organization and its educational value.

C. Have students do the "Bowling Green Community" exercise (see Resources Section).

## SURVEY, QUESTION, READ, RECITE, REVIEW (SQ3R)*

SQ3R consists of an outline designed to assist students in their collegiate studies. The outline follows.

I. Surveying a book

- A. Read preface
- B. Read table of contents
- C. Leaf through the book
- D. Read summaries of chapters

II. Surveying a chapter

- A. Glance over the headings
  - 1. Notice author's organization
  - 2. Note the main subject of each section
  - 3. Note the order of headings
- B. Read chapter summary
- C. Notice pictures, graphs, and so on

III. Asking questions

- A. Turn headings into questions and/or
- B. Notice author's questions and/or
- C. Make two or three of your own

IV. Read lesson

- A. Read to answer the above questions
- B. Read actively, not passively
- C. Check yourself once in awhile to see whether you're understanding and remembering
- D. Note terms - words in italics
- E. Read everything - tables, graphs, etc.
- F. Adjust speed to purpose and difficulty of material

V. Recite after each major section of the chapter or subhead

- A. Answer questions raised and/or
- B. Jot down notes in outline and/or
- C. Explain in your own words and/or
- D. Write a short summary

VI. Review

- A. Immediately check over questions and your answers (cover questions and try to remember your answers)
- B. You have a "ready-made" review construct for exams

* 371.3 B65e4 Robinson, Francis. Effective Study. New York: Harper & Row, 1961.

# UNIT V

## LIFE OUTSIDE THE CLASSROOM

I. Objectives and Outcomes

A. To assist students in identifying the relationship between co-curricular activities and the educational mission of the university.

B. The students will be able to:

1. Become familiar with recreational, avocational and cultural opportunities available on and off campus.

2. Become familiar with student activities and organizations.

II. Techniques

A. Identify and list the many out-of-classroom activities available on campus.

B. Have each student study in depth the role and function of at least one out-of-class activity through the use of interviews with appropriate personnel in the area providing that activity.

C. Have students report and discuss their results of the "Bowling Green Community" Exercise.

D. Expose students to resource persons who not only are well versed regarding their own out-of-classroom activity, but also are quite capable of discussing the activity in relation to the broader mission of the university (See Resources Section).

E. Have students go through the "One Year in the Life of A University Student" simulation.

III. Related Materials and Exercises

A. Discussion Questions

1. What do recreational and avocational skills have to do with a university education?

2. How does a residential university differ from a commuting university?

3. Can education take place outside of the classroom?

4. Should student fees by spent on out-of-classroom activities and events?

5. How are out-of-classroom activities part of a student's overall education?

B. The following material may prove helpful in initiating a class discussion on out-of-classroom activities:

1. Recreational Facilities

   a. The new Recreation Center should be discussed
   b. Archery Range
   c. Bowling and Billiards
   d. Conklin Recreation Area
   e. Golf course and golf practice areas
   f. Ice Arena
   g. Stadium
   h. North and South Gyms
   i. Natatorium
   j. Tennis Courts
   k. Union Activities Organization's Outing Center

2. Entertainment

   a. U.A.O. Campus Movies
   b. University Theatre Productions
   c. College of Musical Arts Concerts
   d. Campus Speakers
   e. Art Exhibits in Fine Arts Building, McFall Center, and the Union
   f. University Dance program
   g. Special events such as Homecoming, Mardi Gras, Good Times weekend

3. Avocational

   a. U.A.O. mini-courses
   b. Open labs for photography, metal and wood working
   c. Special craft centers in the halls

4. Clubs and Organizations

   a. The office of Student Activities and Organizations, located in room 405 of the Student Services Building, maintains a list of over 180 organizations, clubs, and honoraries. Membership in these clubs or organizations are open to all students.

5. Students' synopses of interviews should be given with stress placed not only on the role and functions of each out-of-classroom activity, but also the relationship of the activity to the broader mission of the university.

6. Some Resource Persons in the area of co-curricular activities are available to meet with Seminar sections. (See Resources section) Each mentor team should decide which individual will most appropriately meet the needs of students in their section and then make contact with the Resource Person selected.

7. Relationships between the BGSU campus and the Bowling Green community can be discussed, based on information gathered from the "Bowling Green Community" exercise.

IV. Homework for Units VI and VII -- The Purpose and Value of Higher Education, Higher Education: Administrative Organization and Decision-Making

A. Students could read any of the following articles (see Mentor Handbook Supplement) which are also on reserve under H-154 in the library:

1. Fred Hechinger, "Murder in the Academe: The Demise of Education."

2. J. Mitchell Morse, "Nothing is True, Nothing is False."

3. Jacob Neusner, "To the Class of 1979."

4. Change Editorial, "An American Agenda."

5. John P. Kennedy, Jr., "The Disadvantages of a College Degree."

B. Students could complete the "Higher Education-What Value Does It Have?" exercise (see Resources section) and bring their letters to class next week for discussion.

# UNIT VI

## THE PURPOSE AND VALUE OF HIGHER EDUCATION

I. Objectives and Outcomes

A. To have students become aware of characteristics of an educated person.

B. To have students examine the purposes of higher education.

C. Students will be able to:

1. Explore, discuss and describe the purpose and value of higher education.

2. Describe their understanding of the "educated person."

3. Identify, accurately restate and discuss information read in various articles.

II. Techniques

A. Have each student identify at least one characteristic of an educated person and combine the student-generated list of characteristics into a workable definition of an educated person.

B. Complete "The Purpose of the University" exercise (see Resources section).

C. Ask students to identify at least three purposes of the university and discuss these purposes.

D. Generate discussion from the articles read.

E. Discuss the "Higher Education - What Value Does It Have?" exercise.

III. Related Materials and Exercises

A. Discussion Questions

1. How would you describe an "educated" person?

2. What does an "education" mean for each of us individually and collectively?

3. What is the value of higher education in our society?

4. Who should go to college?

5. What are the purposes of higher education?

6. Would you consider the following to be legitimate functions of the university -- preparing students for specific jobs, preparing students to think critically, fostering an atmosphere in which students can meet other students from various backgrounds, exposing students to widely varied political, social, economic, and moral questions, preparing students to be able to express themselves clearly in speech and in writing, preparing students to take a responsible place in society, helping students to develop interests in areas outside their chosen vocational fields?

B. "The Purpose of the University" Exercise

1. The exercise described in the Resources section could be used to generate a discussion on the purposes of the University.

C. Mentors should initiate a class discussion on the characteristics of an educated person by asking each student to identify at least one characteristic.

D. Mentors could generate a class discussion on any of the articles assigned.

IV. Homework for Unit VII -- Administrative Organization and Decision Making at the University

A. Assign students to do one of the following:

1. Attend a college or university council meeting and prepare a brief report.

2. Interview the chair of a college of university council and prepare a report on its functions and authority.

3. Read and report on sections of the university charter (available in departmental offices and on reserve in the library).

UNIT VII

ADMINISTRATIVE ORGANIZATION AND DECISION-MAKING AT THE UNIVERSITY

I. Objectives and Outcomes

A. To increase students' understanding of how different offices affect their lives and education at the University.

B. To encourage student participation in decision making of the University.

C. Students will be able to:

1. Become familiar with university organizational and governance structures.

2. Know how to participate in the decision making process of the university.

3. Identify, accurately restate and discuss information read in various articles.

II. Techniques

A. Bring students in contact with resource persons who not only are quite knowledgeable about the functions of their administrative offices but also are well versed in the rationale behind an administrative structure (Good opportunity to have President or representative from the President's Office.)

1. Invite resource person to class.

2. Have students interview a variety of university adminstrators prior to class.

B. Assign students to attend a college or university council prior to class.

C. Have students discuss the process for initiating changes in academic matters (academic schedules, course offerings, library hours and acquisitions, etc.).

D. Have students discuss the process for initiating changes in non-academic matters (residence life, security, maintenance, etc.).

E. Visit the university Chart Room (McFall Center).

III. Related Materials and Exercises

A. Discussion Questions

1. What is the responsibility of the Board of Trustees?
   1. To whom are they responsible?
   2. What is their relationship to the President?
   3. Should students be members of the Board?

2. What does the President do?

3. To what extent should students participate in academic governance?

4. Who has the authority to determine what should be taught by professors?

5. Who decides which courses are required and which are electives?

6. Who decides what you will be charged to attend the University (tuition, fees, room and board, parking, etc.)?

7. If you object to a policy of the University, what could you do about it?

8. Who runs the University?

B. Many resource persons in the area of the organization of the University are available to meet with seminar sections. Each mentor team should decide which individual will most appropriately meet the needs of students in their section and make contact with the Resource person selected (see Resources section).

C. Mentors may want to refer to the Administrative Organization Chart of BGSU included in Resources section.

D. In discussing the method for implementing an academic or residence life idea, the following information may be useful.

   1. Academic Life - presenting a proposal for the development of a new course on the social, economic, philosophical, and generally humanistic problems surrounding the approaching scientific phenomenon of cloning.

      a. Step 1 - the student discusses the idea for a new course with the appropriate departments and their curriculum committees (for example, biology, economics, philosophy, sociology, etc.)

      b. Step 2 - the student and an appropriate faculty member(s) develop a course proposal and present it to the departmental chairperson(s) for approval

      c. Step 3 - the proposal is transmitted to the Dean of the College of Arts and Sciences

      d. Step 4 - the proposal is submitted for approval to the Arts and Sciences Council

e. Step 5 - the proposal is submitted for approval to the Dean of the College of Arts and Sciences

f. Step 6 - the proposal is submitted for approval to the University Academic Council (chaired by the Provost)

g. Step 7 - the proposal is submitted for approval to the President

2. Residence life - presenting a proposal for a policy change in a residence hall (depending on the nature of the proposal, the issue might be resolved at any of the following steps)

a. Step 1 - the student discusses the issue with the resident assistant

b. Step 2 - the student and resident assistant present the issue to the director of the hall

c. Step 3 - the student and director of the hall discuss the issue with the governing body of that particular residence hall, and a proposal is developed

d. Step 4 - the student and director of the hall present the proposal to the office of residence programs

e. Step 5 - a committee, with representation from various residence halls of campus, considers the proposal

f. Step 6 - the proposal is considered by the Board of Trustees

IV. Homework for Unit VIII-General Education

A. Students should read Minding Your General Education (it is on reserve in the library) with the intent of choosing or creating their own curricular sequence.

B. Students could read the Credit Alternatives Catalog (it is on reserve in the library) with the intent of further defining alternative programs in which they are interested.

C. Students could read any of the following articles (see Mentor Handbook Supplement) which are also on reserve under "H-154" in the library:

1. Robert M. Hutchins, "What If Means to Go to College."

2. Frederick Starr, "Needed: A Cure for Provincialism."

3. Change Editorial, "To A Member of the Class of '81."

4. Malcolm Scully, "Back to Basics."

5. Joyce Wolkimir, "The Return to Required Courses."

6. Monitor, "A Progressive Approach to Traditional Education."

7. Any other resources pertaining to General Education.

# UNIT VIII

## GENERAL EDUCATION

I. Objectives and Outcomes

A. To assist students in understanding the value of general education.

B. Students will be able to:

1. Explore, discuss and describe the purpose and value of general education and become familiar with general education requirements and alternatives.

2. Contrast general education with electives, major programs, and professional education.

II. Techniques

A. Create a student generated list of disciplinary and inter-disciplinary based general education programs.

B. Encourage students to choose or create their own curriculum sequence based upon an understanding of general education.

C. Acquaint students with at least three off-campus field-based experiences.

D. Bring in a resource person knowledgeable about general education alternatives (disciplinary vs. inter-disciplinary programs, curricular sequences, off-campus experiences, acceleration options).

E. Discuss the Minding Your General Education handbook and the Credit Alternatives Catalog (avialable in Division, library on reserve, bookstore).

F. Lead students in "The Universe Game" (found in Resources Section).

G. Show videotape "Liberation: When Will We Ever Learn?" (See Resources section)

III. Related Materials and Exercises

A. Discussion Questions

1. What is the purpose and function of general education in a university setting?

2. What are the distinguishing traits of a "generally educated person?"

3. What is "competency" within a university setting and how is it determined and evaluated?

4. What would your university education be like without a general education component?

5. How do general education studies differ from major and professional components of a higher education?

B. "The Universe Game" Exercise. This exercise, described in the Resources section, could be used to generate a discussion regarding general education.

C. Mentors should foster a class discussion on disciplinary and interdisciplinary based general education programs by asking each student to identify at least one disciplinary and one interdisciplinary program. The information below may prove to be useful.

1. Descriptions of disciplinary based general education programs are found under each College heading in the General Bulletin of Bowling Green State University (see the Mentor Handbook Supplement).

2. Descriptions of interdisciplinary curricular programs in general education are found in the University Division of General Studies: A Great Place to Start (see Mentor Handbook Supplement).

D. Students should give a brief report on the curricular sequence they have chosen or created.

E. Numerous Resource Persons in the area of Academic Options are available to meet with Seminar sections. Each mentor team should decide which individual will most appropriately meet the needs of students in their section and then make contact with the Resource Person selected (see Resources section).

F. Mentors should generate a class discussion on any of the articles assigned.

IV. Homework for Units IX and X-Career Education and Development

A. Students should read "Understanding the Nature of the World of Work" and complete the "Work Motivation Exercise." (see Mentor Handbook Supplement).

B. Students could visit the Career Education Library and research up to three possible career choices using the""Guide for the Research" outline to gather relevant information about each career choice.

# UNIT IX

## CAREER EDUCATION AND DEVELOPMENT

I. Objectives and Outcomes

A. To increase each student's knowledge or awareness of:

1. The various competencies and skills considered a part of career education including: decision making, values clarification, self-assessment and researching career information.

2. The career options/choices available and the many factors associated with the significance of life-style choices.

3. The importance of the choices being made concerning academic majors, jobs and careers and to assist students during the decision-making process so that they might make such choices more effectively.

B. Students will be able to:

1. Become aware of important considerations in making decisions regarding career and life style.

2. Become familiar with career education resources and options available.

3. Share opinions, concerns, and questions regarding their university experience as it relates to career decisions and choices.

II. Techniques

A. All students should read "Understanding the Nature of the World of Work" and complete the "Work Motivation Exercise" (both provided in the Career Education Materials Packet in Mentor Handbook Supplement) prior to this class session.

B. During a class session, the students should focus on a discussion of the Definition of Terms, the results of the Work Motivation Survey and the readings

C. As a termination for the class session, have students share, in smaller groups, their ideas about three job titles that may be inappropoiate for each group member based on the Survey results and Holland's typology.

D. Invite a resource person from one of the career resource servides to visit your class.

E. Arrange for a visit by a student peer counselor who works with the Counseling and Career Development Center for a student-to-student sharing of ideas and concerns about academic careers, majors, decision making skills or life planning techniques.

III. Background

Among today's educators, there is a growing awareness of the significance and the complexity of career decisions. Increasingly, a career is being recognized as one of a series of central experiences of all men and women -- as the making of a life as well as the making of a living (Super, 1957). All students, and particularly those of college age, are realizing the importance and complexity of career decisions. Because the basic concepts and objectives of career education and development are frequently mistaken for vocational guidance or any packaged series of exercises designed to match a personality with a specific occupational title resulting in job success, the following statements are provided as basic assumptions underlying career education:

1. Career choice is not an event -- it is a process which begins early in life and which involves a continuing sequence of experiences and decisions related to education and work (ACT, 1974);

2. Career counseling/guidance involves helping students to consider the directions their lives will take rather than simply helping them to choose and prepare for an occupation (ACT, 1974);

3. A student cannot choose a career option without knowledge or understanding of self, the world of work and the relationship of self to the world of work;

4. Individual development of a set of skills and competencies to assess and to make rational decisions is a necessary part of career education;

5. Through career education, an individual learns that s/he is not one of life's victims, powerless about the conditions under which one lives, but that the secrets of individual power are the choices s/he possesses;

6. A goal of career education is not a detailed plan for spending the rest of our life, but a method by which we can organize our luck and our outlook to take full advantage of opportunities and options.

IV. Related Materials and Exercises

A. Definitions of Terms

1. Career - is the totality of work one does in his or her lifetime. Thus, any person can have only one career. That career begins prior to entering kindergarten and continues well into retirement years.

2. Career Education - consists of all those activities and experiences through which one learns about work. To the extent that work is judged "successful," it does typically - and, in these times, increasingly - require some learned set of vocational skills.

3. Education - consists of all those activities and experiences through which one learns. As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling."

4. Leisure - consists of activities, other than sleeping, in which one engages when not performing in his or her vocation. Thus, leisure holds possibilities for both work and for play.

5. Life Planning Program - refers to a short or long term activity which involves participants in looking at themselves presently within the larger context of their total life and with the purpose of clarifying plans or setting goals for the future.

6. Occupation - is one's primary work role in the world of paid employment. Economic returns are always considered among the work values of persons engaged in occupations although these might not be considered at all by persons in certain vocations. The occupations of many persons will be synonymous with their vocations. One can never have an occupation without having a vocation; however, one can have a vocation without being engaged in an occupation.

7. Occupational Education - consists of all those activities and experiences through which one learns to work in the world of paid employment. As such, it places a primary emphasis on economic benefits from work that are not necessarily present in either "vocational education" or in "career education." As with the term "vocational education," the term "occupational education" obviously includes schooling requiring collegiate degrees as well as schooling at below the baccalaureate level.

8. Work - is a conscious effort aimed at producing for oneself and/or for oneself and others. Such effort is paid or unpaid in nature. Represents the basic human need to achieve - to accomplish - to do something productive that allows one to discover both who he/she is and why he/she is. Work is properly viewed as a human right -- not a societal obligation.

Adapted from E. L. Tolbert, Counseling for Career Development, Boston: Houghton Mifflin Company, 1974.

B. Career Education Materials Packet (one copy for each student and mentor in Mentor Handbook Supplement):

1. "Understanding the Nature of the World of Work" by Bolles

2. Work Motivation Exercise

3. Holland's Occupational Themes/Typology

4. Sources of Career Information at BGSU

C. Bibliography

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D. The University Division of General Studies, located in 231 Administration Building, has coordinative responsibilities for general studies curriculum, teaching, evaluation, and academic advising. The Staff Associate for Student Development and Counseling is available to assist students with questions relating to major selection, degree requirements, career choice or life planning.

E. It is hoped that students will begin to develop an understanding of the nature of career education, its terminology and techniques. A major focus of career education can be the development of knowledge of self, sharing such insights in dyads or triads and receiving feedback from others as an individual integrates such information with a knowledge of the world of work, its expectations and values. Such a total process may require weeks or months, depending on the particular decisions being made. Consequently, the suggested assignments and exercises are only intended to introduce the student to career education as a process and hopefully will motivate him/her to seek additional resources and devote more time to the process of career and life planning.

F. Students who desire to pursue Career Education and Development in greater depth can consider taking UD 131, Career Planning and Decision Making (2 credit hours).

V. Homework for Unit X -- Career Education and Development

A. Students can continue to work on researching career choice(s).

B. Students could visit one of the career resource offices (e.g. Counseling and Career Development Center, Career Education Library, a college program advisement office, the Career Planning and Placement Center).

# UNIT X

## CAREER EDUCATION AND DEVELOPMENT

I. Objectives and Outcomes

A. To have students become aware of important considerations in making decisions regarding career and life style.

B. To have each student explore an occupation or career in which he/she is interested.

C. Students will be able to:

1. Begin to identify their own skills and abilities.

II. Techniques

A. Have students complete The Process exercise.

B. Have students complete Levels of Decisions exercise.

C. Have students complete Your Functional/Transferable Skills exercises.

D. Prior to class, have each student explore a career interest using the Guide For The Research outline.

E. Divide class into small groups (3-5) to discuss the results of A, B, C, or D.

F. As a class or prior to class, visit one of the career resource offices (e.g., Counseling and Career Development Center, Career Education Library, a college program advisement office, the Career Planning and Placement Center).

III. Related Exercises

A. Career Education Materials Packet (see Mentor Handbook Supplement)

1. The Process

2. Levels of Decisions

3. Your Functional/Transferable Skills

4. Guide For The Research

5. Personal Factors associated with your career selection

IV. Homework for Unit XI -- Conclusion of the Seminar

A. Students should prepare their project presentations for last class session.

# UNIT XI

## CONCLUSION OF THE SEMINAR: PUTTING IT ALL TOGETHER

I. Objectives and Outcomes

A. To assist students in learning from the experiences of others.

B. To assist students in experiencing the process of synthesis.

C. To evaluate the Seminar Program.

D. Students will be able to:

1. Employ the procedure designed earlier to research a chosen topic, to successfully complete a project related to their role in the university

II. Techniques

A. Allow each student to present his/her Seminar project.

B. Have each student identify at least three ways in which the Seminar influenced, enlightened, or helped him/her.

C. Encourage the students to summarize the major principles of the Seminar.

D. Encourage the students to express how the Seminar elates to a student's total experience at Bowling Green.

E. Administer Student Information Form A.

III. Related Materials and Exercises

A. Discussion Questions

1. In what ways have the course projects been of help to you as a student at Bowling Green?
   a. Have the projects h lped you to understand better the workings of some specific aspect of the University and/or of the University as a whole?
   b. Have the projects helped you to formulate and articulate your own plans for your education at Bowling Green?
   c. Have the projects made you aware of educational, cultural, and/or social opportunities available to you at Bowling Green?

2. In what ways has the Seminar influenced you?

3. In what ways does the Seminar relate to your own or any student's education at Bowling Green?

4. How could the University Seminar be improved?

B. Each student should make a brief presentation summarizing the purpose, method, and conclusion of his/her project. These presentations may be made both during the last class meeting and during the final exam period.

C. Mentors should encourage a class discussion on the values of the Seminar by asking each student to identify at least three ways in which the Seminar has influenced or affected him/her

D. Mentors should encourage the students to summarize the main principles of the Seminar, highlighting the original objectives of the course and discussing whether or not those objectives were met.

E. The University Seminar Program Advisory Committee requests that each mentor team reserve 30-45 minutes of the last class meeting (or the meeting during the final exam period) to administer Student Information Form A. The data collected will be used in the evaluation of the Program.

SUGGESTED RESOURCE BIBLIOGRAPHY FOR THE MENTOR TEAMS

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378.198 S39c — Sanford, Nevitt. Where Colleges Fail: A Study of the Student as a Person. San Francisco: Jossey-Bass, 1967.

131.34 W56q — Wheelis, Allen. The Quest for Identity. New York: Norton, 1958.



* On reserve at the library

9. Study Techniques for Survival


378 B472g — Bennett, Margaret E. Getting the Most Out of College. New York: McGraw-Hill, 1957.

378 M661 — Milton, Ohmer. Effective College Learning. New York: Harper & Row, 1964.

378 R43o — Resnick, William C. and Heller, David H. On Your Own in College. Columbus: Charles E. Merrill, 1963.

371.3 B65e4 — Robinson, Francis. Effective Study. New York: Harper & Row, 1961.

378 S59i — Simms, Theodore F. Improving College Study Skills. Beverly Hills: Glencoe Press, 1970.

*371.3 V87o3 — Voeks, Virginia. On Becoming an Educated Person: The University and College. 3d ed., Philadelphia: Saunders, 1970.


*On reserve in the library

RESOURCES

# RESOURCES

In this section are some general resources available to Mentors throughout the quarter, and some specific exercises, ideas, and forms that could be useful for each of the Seminar units. Many of the exercises are mentioned in the unit outlines. Some are supplementary materials that have been collected from a variety of sources and could be used or adapted by a Mentor team as they deem appropriate for their students' needs.

For ease of finding resources for a particular unit, the materials are alternately color coded. Each new color designates a new set of materials designed for a different unit starting with the yellow pages for Unit I, white for Unit II, etc.

## RESOURCE FACILITIES

In the past, Mentor teams have found it very worthwhile to tour certain facilities or even hold class in particular facilities to give students a broader view of the entire campus. Places you might want to consider and the contact numbers are listed below:

| | |
|---|---|
| 2-2186 | Alumni Center (rooms available in which to hold class) |
| 2-2786 | Art Department Exhibits - Fine Arts Building (tour) |
| 2-2815 | Bursar's Office (tour) |
| 2-2356 | Career Library, 320 Student Services (tour small groups or resource) |
| 2-2573 | Commuter Center (Mosley Basement) (tour) |
| 2-2813 | Computer Center (tour) |
| 2-2969 | Court Room - Student Services (can hold class here) |
| | Dorm Lounges (can hold class here - arrange with Hall Directors) |
| 2-2211 | McFall Center<br>Chart Room ( hold class here, meet with Pres. Moore or other Administrator)<br>Faculty Senate (tour, could hold class here)<br>Gallery (tour) |
| 2-2362 | Library (tour and orientation to resources, especially helpful for Seminar projects; contact Mary Lee Kuhtz in Ref. Dept.) |
| 2-0151<br>Ext. 269 | Little Red Schoolhouse (fun to hold class here) |
| 2-0121 | WBGU TV Station (tour)<br>(to arrange for a video tape to be shown in class, contact Candy Stevenson at the TV station.) |

In addition to this, Mentors may want to have the class as a group or as individuals attend various events on campus. A list of the events for each quarter will be supplied to the Mentor team as soon as it is available, shortly after the quarter begins.

The Academic Development Resource Center (ADRC) in the University Division Office, 231 Administration Building, contains a large collection of books, reports, etc. that may provide information to Mentors on a number of topics related to higher education.

# RESOURCE PERSONS

The Resources Persons listed on the following pages were contacted regarding their willingness to serve as guest speakers or persons whom mentors could contact for information. Each Resource Person was identified with one of the four categories described below.

## ACADEMIC ADVISING

A Resource Person in this area should be familiar with the general requirements in all colleges, the role and function of an academic advisor, and the student's role in developing his/her academic program.

## ACADEMIC OPTIONS

A Resource Person in this area should be aware of the many non-traditional academic options and opportunities available to students (e.g. field-based experiences, independent studies, credit alternatives, studies abroad, etc.)

## ORGANIZATION OF THE UNIVERSITY

A Resource Person in this area should be knowledgeable about the administrative organizational chart of the University, the rationale behind an administrative structure, and the functions of his/her particular office.

## SUPPORT SERVICES

A Resource Person in this area should be prepared to speak generally on the functions of his/her office and how a specific service relates to the University and its goals.

Each mentor team should decide which individual will most appropriately meet the needs of students in their section and then make contact with the Resource Persons selected. It is hoped that an individual will be called upon to meet with a Seminar section no more than one or two times during the quarter (except President Moore who has agreed to meet with as many sections as possible). Thus, a group of mentor teams may want to meet together as they bring Resource Persons into their sections. Please note that various faculty, staff, and students have agreed to serve as Resource Persons.

| Name | Area | Location | Phone |
|---|---|---|---|
| Susan Arpad | Academic Options | Director, Women Studies Program | 2-2620 |
| Jim Bacik | Academic Options & Support Services | St. Thomas Moore | 352-7555 |
| Bob Bashore | Academic Options | Director, Honors Program | 2-0202 |
| Richard Beckett (Captain) | Academic Options | Aerospace Studies | 2-2176 |
| Bruce Bellard | Academic Advising | Health & Physical Education | 2-2878 |
| William R. Bess | Support Services | Director, Campus Safety & Security | 2-2346 |
| Dwight Burlingame | Support Services | Director, University Library | 2-2856 |
| Lee Caldwell | Academic Advising | Advisor, College of A & S | 2-2015 |
| Roman Carek | Support Services | Counseling & Career Development Center | 2-2081 |
| Seldon Carsey | Organization of the University | Director, Environmental Safety & Health | 2-2171 |
| Myron Chenault | Support Services | Resource Planning Director, Equal Opportunities | 2-0262 |
| Richard Coppock (Lt. Col.) | Academic Options | Aerospace Studies | 2-2176 |
| Gregg DeCrane | Support Services | Director, Student Activities | 2-2951 |
| Raymond Downs | Support Services | Director, Student Development Program | 2-2642 |
| Richard Edwards | Organization of the University | Vice-President, President's Office | 2-2211 |
| John Eriksen | Organization of the University | Dean, College of A & S | 2-2015 |
| Peter Facione | Academic Options | Director, University Division | 2-0202 |
| Robert Glidden | Organization of the University | Dean, College of Musical Arts | 2-2181 |
| April Harris | Support Services | Coordinator of Alumni Involvement Programs | 2-2186 |
| James E. Harris | Support Services | Athletic Development Officer Alumni Center | 2-2702 |

| Name | Area | Location | Phone |
|---|---|---|---|
| Kathy Hart | Academic Options | English, General Studies Writing | 2-0019 |
| Don Heneghan | Support Services | Writing Laboratory Supervisor | 2-2221 |
| Ray Hill (Lt. Col.) | Academic Options | Military Science (Army ROTC) | 2-2476 |
| Jim Hodge | Academic Advising | Program Advisement, College of Education | 2-0151 |
| Marie Hodge | Academic Advising & Academic Options | College of Business Administration | 2-2747 |
| Carole Huston | Support Services | Associate Athletic Director | 2-2401 |
| Donald Kausch | Support Services | Director, Psychological Services Center | 2-2540 |
| Ellen Kayser | Support Services | Student Employment | 2-0252 |
| Barbara Keller | Support Services | Director of Residence Life | 2-2456 |
| John Ketzer | Support Services | Health Center | 2-2271 |
| Jane Krone | Academic Advising | Program Advisement, College of Education | 2-0151 |
| Mary Lee Kuhtz | Support Services | Library | 2-2362 |
| Marvin Kumler | Support Services | Psychology | 2-2301 |
| William Lanning | Support Services & Organization of the University | Director, Residence Program | 2-2456 |
| James Lessig | Support Services & Organization of the University | Director, Alumni Affairs | 2-2186 |
| Jim Litwin | Academic Options General Studies | University Division | 2-0202 |
| John Martin | Support Services | Director of Admissions | 2-2086 |
| Ron Mason | Support Services | Athletics, Hockey Coach | 2-2964 |
| Harve Meskin | Support Services | Wood Cty. Human Services | 352-5387 |
| Nancy Miller | Academic Options | Off Campus Programs, UDGS | 2-0202 |
| Ross Miller | Support Services Career Life Planning | Campus Minister, United Christian Fellowship | 352-7534 |
| Hollis A. Moore | Organization of the University | President | 2-2211 |

| Name | Area | Location | Phone |
|---|---|---|---|
| Mike Moore | Academic Options | Interdisciplinary Studies UDGS | 2-0202 |
| Ben McGuire | Support Services | Director of Recreation Student Affairs | 2-2147 |
| James McKenzie | Academic Advising Support Services | Health & Physical Education | 2-2877 |
| John Newby | Academic Options | Director, Developmental Education Program | 2-2677 |
| Terry Parsons | Academic Options | Health & Physical Education | 2-2334 |
| Seth Patton | Support Services | Assistant Director, Housing | 2-2011 |
| Fayetta Paulsen | Support Services | Assistant Vice Provost for Residence Life | 2-2456 |
| Gerald Petersen | Support Services | Director of Deferred Giving<br>Office of Alumni & Development | 2-2186<br>2-2702 |
| Adelia Peters | Academic Options Study Abroad | College of Education | 2-0151 |
| Monna Pugh | Support Services | Director, Residence Dining Services | 2-2891 |
| Ken Rothe | Organization of the University | Physics | 2-2421 |
| Maurice Sandy | Support Services | Director, Intramurals | 2-2878 |
| Carlton Schwan(Captain) | Academic Options | Military Science | 2-2476 |
| Hazel Smith | Support Services | Director of Commuter Center | 2-2573 |
| Jim Treeger | Support Services | Assistant Director, Career Planning & Placement | 2-2356 |
| Duane Tucker | Support Services | Director, Television Services Channel 57 | 2-0121 |
| Jerry Updegraff | Support Services | Director of Annual Funds Alumni Office | 2-2186 |
| Karl Vogt | Organization of the University | Dean, College of Business Administration | 2-2747 |
| Mike Voll | Support Services | President, Student Government | 2-0116 |
| Larry Weiss | Support Services | Director of Alumni Activities | 2-2186 |
| Clay Williams | Academic Advising | Health & Physical Education | 2-2877 |
| Larry Wills | Academic Options International Education Programs | College of Education | 2-0151 |

| Name | Area | Location | Phone |
|---|---|---|---|
| Mary Wolfe | Support Services | Director of Gallery & Exhibits McFall Center | 2-2211 |
| Nancy Wygant | Support Services | Counseling & Career Development Center | 2-2081 |
| Dick Young | Support Services | Athletic Director | 2-2401 |

# SUGGESTIONS FOR "GET ACQUAINTED" EXERCISES

## Goals of the Exercises

1. To set a trusting, low-key climate where it is easy to share, and get to know others better through watching and listening.

2. To involve people in learning from their own and others' experience, not from the trainer or facilitators.

3. To open up some important questions and themes of the Seminar.

4. To set norms of communication, self-disclosure, experiment and play, trust, risk, and respect for others.

5. To build up the life of the whole group.

I. Name tags

A. Have each student make (create) a name tag which has not only his/her name, but a word, drawing, or symbol that represents something he/she would like the group to know about him/her.

B. Have students mill about reading each other's tags, finding out about the meaning of the word, symbol, or drawing.

II. Getting to know each other

A. Have group discuss categories of information they'd like to know about each other. Some of these categories might be: home town, hobbies and interests, reactions to Bowling Green, or to B.G.S.U., why they came to B.G.S.U., changes they'd like to see made, goals for their four years and beyond, etc.

B. Have the group decide on five or six categories. Break group into three small groups, one mentor going with each group. Use board or chart paper to record information about each person for each category.

C. Share the charts briefly with the rest of the group.

D. Information could be put on a ditto and handed out, along with a roster of addresses and phones, at the next class session for reference throughout the quarter.

III. Introductions

A. Have students pair off. Each pair finds out something about each other and makes plans to introduce each other to the whole group.

"GET ACQUAINTED" EXERCISES (con't)

B. Students introduce each other to the whole group including pertinent information about person's background, interests, why taking the Seminar, etc.

IV. "Round Robin" Discussion (adapted from GROW course at Firelands)

A. Have group tell their answers to the following possible topics:

1) Why I enrolled in University Seminar and what I hope to gain from the Seminar

2) My name is _____ and my greatest fear during my first days at BGSU was description.

3) The most beautiful thing I have ever seen in my life was description.

4) My name is _____ and I am adjective.

V. "Who am I?" exercise (adapted from GROW course at Firelands)

A. Have students fill out a card or half sheet of paper according to the format below.

B. Students then discuss their responses to the exercise. Could be done in small groups or with total group.

C. Format: "Who am I?" exercise

| | | |
|---|---|---|
| 3 facts about yourself not known to others in the group | one thing you would change in the world, or town or school if you could | What kind of job would you like to be doing 10 years from now? |
| A book or movie you read or saw recently that you would recommend to the group. Why recommend? | (first item) THE NAME YOU WANT TO BE CALLED IN THIS CLASS | Something you did during the past year that you are proud of |
| Your greatest strength, good quality, virtue | name of a hero, heroine (living,dead, historical, fictional) and why this person appeals to you | Your no. 1 value, something you really believe in strongly |

"GET ACQUAINTED" EXERCISES (con't)

VI. An exercise focusing in on getting to know each other better and to explore differences as well as learn from others and self.

Time: 30 minutes
Group size: 6 to 8

A. Questions to deal with:

1) What was the high point of last week for you?

2) If by magic you could change one thing about yourself, what would it be?

3) What was the most important decision you ever made in your life?

4) What is a talent or skill you have not used in years? What happened?

5) If you suddenly won a $1,000 per month for the rest of your life in the lottery, what would you do with it or with yourself?

PROJECT DESCRIPTION FORM

Tentative Project Title_____

_____

Due Date of First (complete, unpolished copy) Draft_____

Student's Name_____

Brief Description of What you Propose to Do (basic question(s) you propose to answer).

Method and/or Procedure to be Followed - How You Propose To Do It:

Sources to be Consulted and Where They Are Located - What You Expect to Find Out:

Objective of Project - What you Hope to Accomplish:

How This Project Relates to Some Aspect of This Seminar, e.g., Value of a College Education:

## INSTRUCTOR'S EVALUATION OF COURSE QUARTER-LONG PROJECT

COMMENTS:

1. On the project's form, grammar and spelling:

2. On the project's content:

3. On the project's basic assumptions and attitudes regarding the subject being investigated or explored:

4. On the project's discoveries and conclusions:

5. General Evaluative comments:

Instructor's Signature _____ Grade _____

## AUTOBIOGRAPHICAL SKETCH

Write a one to two page paper explaining your motivations for continuing your education. Please include anything you feel would be helpful to your mentor team to get to know you better (for example, work experience; long and short range goals; and anything else that might be influential to you).

UNIT II

INTERVIEW QUESTIONS

UNIVERSITY SEMINAR
STUDENT SERVICES/ORGANIZATIONS

During an interview, find all information which is pertinent to the resource you are investigating. Some items may not apply to your specific resource.

Resource:

Person with whom you spoke: Her/her title:

Where office/organization is located:

Phone number:

What is the purpose of this office/organization?

What services do they offer?

Who benefits from these services?

How can students become involved in or learn more about this office/organization?

Does it cost anything to benefit from or to join this organization?

Are the meetings of this office/organization open to any interested persons?

If yes, when and where are meetings held?

Does this office/organization have any standing committees?

If yes, what are they?

Does this office/organization work closely with any other departments, organizations or offices? If so, which ones?

What are the current issues/concerns of this office/organization?

Any other information you found out:

Your comments:

P.S. Please feel free to ask any questions or gather any information you think would help us understand this resource better or that would benefit someone.

## PROBLEM SOLVING EXERCISE FOR SUPPORT SERVICES

(Assign a student to each blank to solve Arlo's problem described in the story up to that point. Students should be ready to discuss solutions at next class session.)

During the summer, Arlo received a letter from the University saying that he would be living in Rogers Hall. This didn't mean much until he arrived -- finding himself sharing a double with the entire defensive squad of the Fighting Falcons. Not liking football, Arlo decided he had to change his room assignment _____. Upon looking in his mail box, Arlo discovered a letter from the Bursar explaining that his account showed an outstanding balance of $742.00 for his cap and gown and 8000 graduation announcements, which, if not paid, would prohibit him from taking courses. Having yet to take a course, Arlo suspected that graduation expenses might be a bit premature _____. In the same letter, our hero found that he was registered for five sections of Pathogenic Microbiology -- a singular oddity for a history major _____. After this barrage of calamities, Arlo decided a good meal might clear his head; unfortunately, he lost his meal coupons _____.

At that point, Arlo was beginning to question whether he should be at college at all and wondered if he might not be able to select a career that wouldn't require his staying another night at Bowling Green _____. After being told that the probability of becoming a world-renowned historian would be improved by some college study, Arlo braced for four more years. He decided, however, that his stay at Bowling Green might be made more pleasant by enrolling in an interdisciplinary program such as the Humanities Cluster; he also heard that the University offers a time-shortened degree option _____.

With his decision to stay finalized, Arlo figured it was time to think of his social life. Arlo, who had never talked to a member of the opposite sex (even his mother couldn't abide him), remembered a delightful young lady, a year behind him in high school, whom he used to stare at in study hall. He decided to invite her to campus for the weekend, but he had to quickly find out what was going on around campus so that he could call her that same night _____. His head full of romantic intentions Arlo was concerned that, if she did come to campus, she would be unable to resist his charms and might take advantage of him. Not wishing to find himself in a "family way," our conscientious Romeo figured he better find out what services the Health Center offers to students to prevent unwanted pregnancies _____. As a further enticement to his forthcoming date, Arlo decided he should look into financial aid for his intended in order that she might be able to afford to enroll at BGSU the following year _____. Being a little short of cash himself, Arlo determined to look into student employment opportunities in the event that his date would expect to be dined at Kaufman's _____.

But all of our hero's plans proved for naught -- when he phoned his study hall queen, she laughed so hard she had to hang up. Arlo was ruined. This was too much. His roommate, upon returning that evening, found Arlo had overdosed on chocolate milk and fruit loops -- he immediately called the Link _____. After a successful recovery, Arlo was convinced that he needed counseling _____.

And he lived happily ever after.

-- Thanks to Tom Travis

UNIT II

PROBLEM SOLVING EXERCISE

Assign individual students or small groups to solve problems as suggested below. Requesting them to get signatures helps avoid having students call Fact Line instead of visiting offices to find solutions.

Problem: You can't get along with your roommate. Depending on what kind of problem it is, what are several ways to work it out? Who are people you could contact for help?

_____

_____

_____

_____

_____

Signatures of three people with whom I have talked, to find solutions?

_____

_____

_____

Other problems that could be used:

1) You are really interested in getting involved, but you are not sure how. You enjoy social activities and need to have many close friends. Search for some organizations in which you might want to take part.

2) You have $30 cash on hand to pay for books which are going to cost $60. Your parents are unable to send you any more money for a month. What can you do?

3) You have just received your schedule for the next quarter. According to the schedule you have been registered for 21 hours instead of the 16 hours you originally requested. You not only have to straighten out this problem, but need to correct your bill for tuition because of the additional hours.

-- Thanks to Char Scherer
Pat Robinson
Darlene Rocco

## LIST OF SUPPORT SERVICES AT BGSU

### The Bursar's Office

The Bursar's Office overall function is to handle all incoming monies to the University. More specifically, they are responsible for billing and collecting all student charges and loans that involve the University. Of special interest to freshmen might be the fees, that must be paid before the quarter begins, and room and meals - both are managed in the Bursar's Office. The office is located on the first floor (north) of the Administration Building - 372-2815. Joseph E. Martini is the Bursar.

### Center for Continued Learning

Located at 194 South Main Street in Bowling Green, the Continued Learning Center is a community based extension of the Office of Continueing Education which provides information, guidance, and support for persons thinking of returning to school, entering employment, or becoming active in the community. Vocational and educational counseling, non-credit courses, workshops, university referral, and outreach programming are among the services provided to adults in Northwest Ohio.

Hours are from 9 a.m. to 4 p.m. Monday through Friday and by appointment. For more information about these programs, contact the Office of Continuing Education, 238 Administration Building, at 372-2416, or the Center at 372-0363. Edieann Biesbrock Didham is the Director of Continuing Education.

### Commuter Center

In 1966, the Commuter Organization was formed in order that commuting students to BGSU might have the fullest opportunity to participate in the academic, social, cultural, and extracurricular activities of the university. Membership is automatically conferred on the 47% of total enrollment which lives outside of university-owned housing. The Commuter Center contains a Casual Lounge with card tables, TV, magazines and easy chairs for rest, relaxation, conversation and small-group programming. A small lending-library, encyclopedia, and dictionary compose the study. A large dining/meeting area provides vending machines, and infra-oven and refrigerator. The Information Room dispenses class schedules, room-assignments, library handbooks, activity announcements, and program materials from the Health Center, Center for Continued Learning, PDLPC, Student Government, etc.

New commuter students might be interested in some of the Commuter Center services such as free lockers, posting of messages, weather warnings, etc. In addition, the Commuter Center offers a series of programs such as the Coffee Break Series, Hands Across the Sea Program, People's Chess Federation, etc.

The Commuter Center is located on the ground floor of Moseley Hall and can be reached by calling 372-0360 or 372-2573. Hazel Smith is the Director of the Center.

## Counseling and Career Development Center

See "Personal Development and Life Planning Center"

## Fact Line

Campus Fact Line is a telephone information service designed to assist students with questions mainly about campus life. Fact Line operators are trained to be able to answer almost every question about campus (except for specific things like when a faculty member's office hours are, etc.) and to give the caller the proper phone number to get an answer for a question that the operator can't handle. Operators get their answers from a variety of almanacs, University publications and other information books. In general, if an operator can't find the answer to the question immediately, he will either refer the caller to the proper source or will take the caller's name and number and will try and find out the answer and call him back.

Fact Line can tell you where your classes meet each quarter, what time your exams are, sports scores, movies in town and Toledo, TV listings, University regulations, which office handles what, where to get an ID or a validation card or meal coupons, etc. We can try and come up with general information to the extent that our sources have that information. Our operators are, however, human, and don't always know everything or have access to the specific information you may need. But they will always try to help--even if it's just to refer you to the specific person you need for your problems. When you have a question, call Fact Line at 372-2445, 805 Administration Building. The service is open from 10 a.m. to midnight Monday through Friday and from noon to midnight Saturday and Sunday when school is in session. Clifton P. Boutelle is News Service Director. The phone number is 2-2616.

## Financial Aids

The Office of Student Financial Aid coordinates all forms of financial assistance received by students from the University, federal, state, B.G.S.U. Alumni Association and assistance from other outside sources. Counselors are available to assist students with their financial problems. Applications for Financial Aid are available in the Office of Student Financial Aid, 305 Student Services Building. The telephone number is 372-2781.

## Health Services

The Student Health Service provides the highest quality medical and dental care for the student population of the University. Primarily, the concern of the Health Service is the maintenance of the physical health of the student. There are complete laboratory, X-ray, and pharmacy services. The Center is staffed by four physicians and also nurses.

During the nine-month school calendar, the Center is open daily except Sunday. The Center can be reached by calling 372-2271.

SUPPORT SERVICES (con't)

## Instructional Media Center

Bowling Green University Instructional Media Center enhances the teaching/learning process by providing materials, equipment and services for classroom instruction. In providing these services to a diverse and progressive faculty and student body, the Instructional Media Center tries to be equally diverse and progressive. To that end, the Center is divided into six distinctive areas:

Instructional Development - The Instructional Media Center Specialists play a unique role within the service. They have the opportunity to observe a variety of learning situations through class visits, teaching activities, and discussions of specific problems with professors and students. Through their own expertise or experiences, through the support and creative talents of the other Center staff members, and through consultation with faculty and students, they are able to prescribe appropriate media formats for a variety of instructional needs. Center Specialists are readily available for assistance to any faculty member, whether it is for the design of a single product or the analysis of an entire course involving a total teaching/learning environment.

Electronics and Technical - Electronic technicians service the University's audio-visual and related electronic equipment. In addition this area provides portable television equipment, such as, video recorders, playback units, TV cameras, monitors, as well as a variety of audio recording and duplicating equipment. Technicians are also available to assist and advise faculty and students in editing, splicing and pulsing synchronized tape units.

Self-Instruction Laboratory - This campus wide self-instruction laboratory is an integral extension of classroom activities. The room is flexible and contains adequate equipment for a variety of learning formats. Students may review mediated instructional materials in an atmosphere of individuality, at a time and pace in accordance with their schedules and needs for comprehension. Faculty members are invited to place on reserve materials which may provide reinforcement, enrichment, and/or expansion of classroom presentations.

Campus Service - The Campus Service area of the IMC provides instructional material and audio-visual equipment in support of campus-wide instructional needs. A film collection of approximately 600 instructional films is available for faculty and student use. These films are supplemented by rental of additional films from regional and national film libraries. A wide variety of audio-visual equipment is available for classroom use and student operators may be scheduled for operation. For better service full-time staff are also located in 112 Math-Science and in the Technology Building.

Production - This area of the Center provides a wide variety of materials to support effective instruction and efficient learning. The area has an artist/designer, a photographer and student assistants dedicated to using their talents to enhance the instructional, administrative and research activities of the University. Materials which result from their efforts include: 2x2 slides, overhead transparencies, photographic prints and research figures and tables.

Student Production - Through this area students/faculty may acquire quick copies of single items or high volume at low cost. Materials and/or processes available include overhead transparencies, spirit master, dittoes, dry mounting, laminating, etc.

## Office of Admissions

The Office of Admissions offers a personalized service to each new undergraduate student (freshman and transfer) seeking admission to the University in a degree program. Its primary responsibility is to admit each qualified student in the most effective manner possible, supplying information which enables the student to take advantage of the educational and social opportunities offered at the University. The foundation of the admissions program is an information service which provides regular academic and procedural information to all Ohio high schools. This information includes such material as bulletins, admission brochures, opening and closing notices, class profiles, and follow-up data on all freshman students. High school visitations and college night programs are an important part of this service. Individual student requests for general University information and admissions information are also met. The Admissions Office also provides individual and class profile information to the academic areas of the University.

The Admissions Office is located on the first floor of McFall Center, 372-2086, and John Martin is the Director.

## Office of Career Planning and Placement

Students who begin planning early for a career will have time to gather information and ideas, talk to people and think about alternatives. Exploration now will eliminate pressure and indecision as the senior year approaches. The Office of Career Planning and Placement serves as the liaison between students and the world of work. The professional staff of the office assist students in exploring and choosing among possible vocations based on individual interests and education. Although professional staff personnel are available for counseling, it is advisable to make an appointment to discuss specific problems.

The office is located in Room 360, Student Services Building, and can be reached by calling 372-2356. James Galloway is the Director.

## Office of International Programs

The Office of International Programs endeavors to initiate, operate, manage and coordinate all programs and activities concerning foreign students. It is also concerned with the conception and development of student exchange programs in cooperation with extra-university foreign and domestic governments and private institutions. The various programs and activities are designed to enlarge communications between American and non-American students. This involves cooperation with a large number of other university offices and activities.

The exchange of ideas and points of view among new American and non-American students and faculty can improve the quality of life for all members of the campus community. The student of today and the leaders of tomorrow must increase their awareness of and sympathy for the cultures, problems, and social values of people of other areas and other backgrounds.

The Office of International Programs can be reached at 372-2247 and 372-2248 in Suite 16-17, Williams Hall. L. Edward Shuck Jr. is the Director.

## Office of the Registrar

The Office of the Registrar has the responsibility to maintain the student's academic record. This entails the coordination of departmental course offerings and compilation of each student's class registration. As a result of this responsibility, the Office of the Registrar has three distinct subdivisions: Registration, Scheduling, and Records.

Services offered through this office consist of:

a. Issuing transcripts of credit upon student request.
b. Process applications for teacher certification.
c. Certifying and obtaining benefits under Veterans Education, Social Security Benefits, and Selective Service.
d. Enrollment and status verification to many agencies upon student release.
e. Provide student identification card (with quarterly validation provided by Bursar).

The Registrar's Office is located at 110 Administration Building and can be reached by calling 372-0441.

UNIT II

SUPPORT SERVICES (con't)

## Office of Standards and Procedures

The Office of Standards and Procedures provides services, policies and understanding necessary for all members of the University community to relate with one another in mutual respect. To accomplish these objectives, this office is authorized to enforce the rules and regulations of the University and the Ohio Revised Code with fairness, consistency and firmness. The Director of Standards and Procedures works closely with the Student Arbitration Board in considering disciplinary action to be taken when violations occur. Such action may take the form of non-punitive counseling or punitive correctional action. Other responsibilities of this office include receiving reports of students who have been arrested locally and making decisions that follow established official guidelines concerning excuses for class absences. The office is located in Room 450, Student Services Building, and can be reached at 372-2581. Derek Dickinson is the Director.

## Personal Development and Life Planning Center
(Now called the Counseling and Career Development Center)

The Counseling and Career Development Center is located in 320 Student Services Building and is staffed by persons trained in counseling, clinical, and community psychology. Services provided include: (a) individual and group counseling for personal, educational and career concerns; (b) group offerings focusing on topics such as life/work planning, friendship initiation skills, communication skills, assertiveness skills, study techniques and test anxiety; (c) vocational interest and personality testing, CLEP testing, language placement testing, national testing for entrance to graduate and professional schools; (d) consultation with faculty and staff on study problems and concerns, consultation with campus organizations.

The Center houses a Career Education Library which contains both written and audiotaped information on majors offered at BGSU and on various career options. In addition a microfiche collection of about 3,000 college catalogues is available for student use.

Students are seen on a walk-in or referral basis. Office hours are from 9:00 a.m. to 5:00 p.m. Counseling with any student in the Center is basically a confidential relationship under control of the student. Any reporting of information to others is not routine and would be only at the request of the student. For additional information concerning services of the Center, contact Roman Carek, Director, Phone 372-2081.

UNIT II

SUPPORT SERVICES (con't)

## Residence Food Services

Bowling Green State University has a unique food service program. It is based on a minimum charge of $185 per quarter with ala carte pricing on the serving lines. This system has given the Food Service Department the flexibility to: 1) expand the menu, 2) increase serving hours, and 3) offer more dining options while at the same time reducing costs to the student. For 1977-78 three plans are being promoted. Plan A is the basic plan with four coupon books and Plans B and C offer a fifth and sixth book respectively at a reduced rate. This enables the student to preselect a plan to meet his individual needs. The Residence Food Services office is located at 200 Centrex Building and can be reached at 372-2891. Monna Pugh is the Director of the program.

## Residence Life Program

University residence halls and the professional staff of Residence Life provide a physical environment and structured programming designed to further the academic, cultural, and personal development of resident students. Small group living units housing Greek organizations and language programs offer learning opportunities for students interested in such a program. The Housing Office maintains a list of off campus rooms and apartments. The Office of Residence Life is located in 425 Student Services Building, 372-2456, and the Assistant Vice Provost for Residence Life is Fayetta M. Paulsen.

## Residence Life Areas 3,4 - Fraternities and Sororities

This office works mainly with the officers of each college fraternity and sorority, with the governing bodies (IFC and Panhellenic), and with the honor societies (Alpha Lambda Delta, Mortar Board, etc.).

Also, advising and counseling are available to help students resolve day to day problems. Leadership development, group dynamics, and interpersonal relationships among students involved at the group level are given attention by this office.

Management problems, chapter operations, and the maintenance of the physical buildings are also handled here.

Any qualified first-quarter freshman may pledge if he or she wants to. Women must register for formal rush by September 1. There is one formal sorority rush program and it is held during the first weeks of Fall Quarter.

The Director of Residence Life Area 3 is Mrs. Linda J. Ogden, and Wayne S. Colvin is the Director of Residence Life Area 4. They can be reached at 425 Student Services Building, 372-2151.

## Student Activities

The Office of Student Activities and Organizations is the center for student body government, the coordination of the all-campus social program, the registration of student organizations, and Freshman Pre-Registration and Orientation Programs, all of which are designed to aid the total development of the student at BGSU. Here, through its many volunteer committees, the student is given the opportunity to take an active part in University affairs, creating capable and responsible leadership that enables the student to assist in developing sound policies and procedures in many aspects of University living, especially the community life of the student.

Dick Lenhart is the Assistant Vice Provost for Student Activities and Organizations and Gregg DeCrane is the Director of Student Activities and New Student Programs.

The Office of Student Activities is located in 405 Student Services Building and can be reached at 372-2951.

## Student Employment

The Student Employment Office provides a centralized source of job opportunities and employment information from both on and off-campus employers. The establishment and administration of all on-campus student employment personnel policies and procedures, which includes job classification, wage rates, monitoring of campus earning for students receiving federal finanical aid, etc. is also the responsibility of the office.

The Student Employment Office administers the Federal College Work-Study Program and assists students seeking summer jobs through campus interviews and job listings.

Any student interested in part-time academic year employment or full-time summer opportunities should apply at the Student Employment Office, 460 Student Services Building. Telephone: 372-0252.

UNIT II

SUPPORT SERVICES (con't)

## University Division

The University Division of General Studies has two primary concerns: general education and the new student experience. The Division offers many exciting educational alternatives, and endeavors to help students -- especially freshmen -- make the best possible decisions regarding their academic program, career plans, and life goals.

New students should be aware of various programs open to them such as the University Seminar, the Little College, Cluster Colleges, and Coordinated Quarters. Academic options such as CLEP, credit-by-exam, the Time-Flexible Degree Program, Independent Study, National Student Exchange, and off-campus internships are also coordinated through the Division office.

General academic and career counseling is available to any student regardless of College or major.

The Division is located in 231 Administration Building. Dr. Peter Facione is the Director.

## University Libraries

The Library functions as an integral part of the university community by providing information and access to it for the research needs of undergraduates, graduate students, and faculty and staff. The Library houses approximately 600,000 volumes and one million microforms which serve as a foundation for the courses taught at the university. A trained staff not only provides assistance for locating materials but also attempts to help the Library user develop research techniques. Library features include special collections such as Government Documents, Popular Culture, Curriculum and Audio Center; a Reserve Room containing designated readings assigned by professors; and several copy machines. Popular magazines and newspapers are also available for informal reading. The major portion of the collection is housed in the Main Library with some materials located in the Science Library in the Math-Science Building. The Library is open seven days per week; hours may vary but are posted each quarter. Dwight Burlingame is the Director of the University Libraries.

## University Police

The University Police Department is responsible for all law enforcement matters on campus. Their primary duties include preventing crime and maintaining order by conducting car and foot patrols of the campus. Persons found violating a state law or city ordinance are processed through the Bowling Green Municipal Court as provided for by state law. The Police Department is open 24 hours per day, seven days per week, and all incidents reported to the department are assigned to an officer for investigation.

University Police provide several service type functions such as unlocking vehicles, lending jumper cables for stalled vehicles, and rendering assistance to visitors. Also, a lost and found counter is maintained which is open Monday through Friday from 8:00 a.m. to 4:00 p.m.

Fires should be first reported directly to the City Fire Department, telephone 352-3111, and then to the University Police Department, 372-2346.

The University Police Department is located at 104 Commons. The Police telephone is 372-2346. William R. Bess is Chief and Director of Campus Security and Safety.

# UNIT III

## TIME MANAGEMENT MATERIALS AND EXERCISES

### BUDGETING YOUR TIME

GOAL: to examine how you spend your time and to set up a workable and personal study schedule for yourself.

1. Time Circle--handout

    a. purpose--to assess how you use your time during an average college day.
    b. draw a circle
        1. divide the circle into quarters using dotted lines. Each quarter represents 6 hours.
        2. estimate how much time is spent doing the tasks listed on the handout.
        3. discuss: how much time do you waste? How would you like to change your day?

2. Planning your personal study schedule--handout.

    a. why time budgeting is necessary
        1. contrast between high school and college (free time, class schedule varies)
        2. absence of prodding by parents and teachers.

3. Advantages of time budgeting

    a. make more efficient use of time (30-60% of open time wasted)
    b. minimizes procastination
    c. organizes study
    d. allows you to study the right subject at the right time
    e. minimizes wasting of prime study time
    f. study is scheduled at most effective time

4. Principles of time budgeting

    a. establish habits of regularity in study
    b. don't schedule study time during normal recreation period
    c. schedule 1-2 hour study periods for a given subject

5. Use free hours between classes for concentrated reviewing.

    a. review just before participation class (math, foreign languages)
    b. review after lecture classes

The most important thing is to stick to your schedule for two weeks. Then revise the things that haven't worked out. BE CONSISTENT.

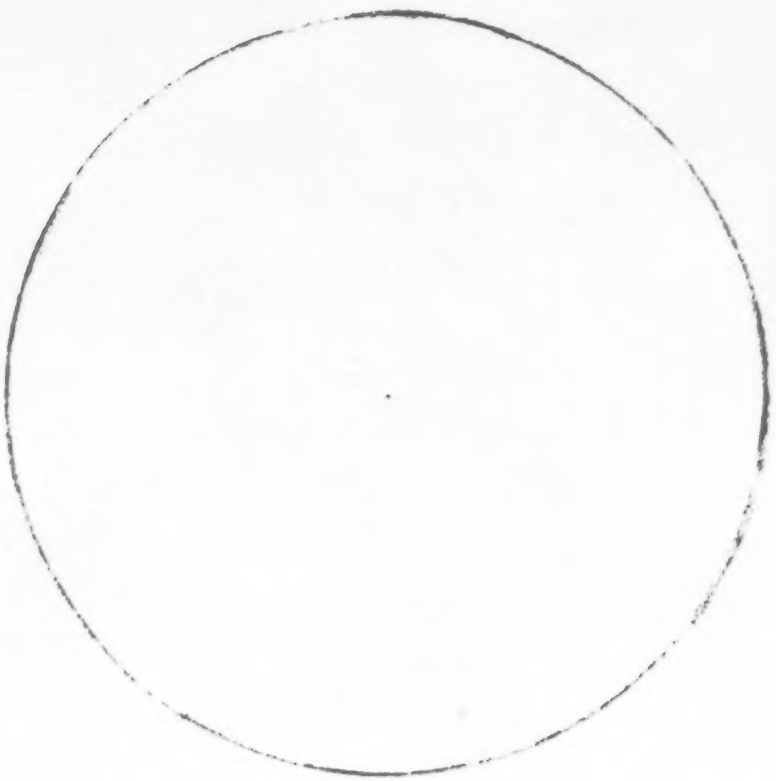
--Thanks to Pat Robinson

UNIT III

TIME MANAGEMENT EXERCISE

STUDY SKILLS WORKSHOP TIME BUDGETING

TIME CIRCLE



How many hours do you spend:

on SLEEP
at WORK, at a job that earns you money
with FRIENDS socializing, playing sports, etc.?
at HOMEWORK?
ALONE playing, relaxing, or at hobbies?
watching T.V.?
on CHORES in your room?
at MEALTIME?
on MISCELLANEOUS other pasttimes?

UNIT III

TIME MANAGEMENT EXERCISE

| TIME | MON | TUE | WED | THUR | FRI | SAT | SUN |
|---|---|---|---|---|---|---|---|
| 7:30 | | | | | | | |
| 8:30 | | | | | | | |
| 9:30 | | | | | | | |
| 10:30 | | | | | | | |
| 11:30 | | | | | | | |
| 12:30 | | | | | | | |
| 1:30 | | | | | | | |
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| 4:30 | | | | | | | |
| 5:30 | | | | | | | |
| 6:30 | | | | | | | |
| 7:30 | | | | | | | |
| 8:30 | | | | | | | |
| 9:30 | | | | | | | |
| 10:30 | | | | | | | |
| 11:30 | | | | | | | |
| 12:30 | | | | | | | |

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UNIT III

NOTE TAKING

1. Reasons for taking notes
   a. they help in studying for exams
   b. they help in understanding the class
   c. they aid you in participating actively in the class
2. Rules for notetaking
   a. go to class
   b. go to class prepared
   c. go to class alert
3. Use class attendance and the instructor to your best advantage
   a. be prepared by reading textbook assignments
   b. concentrate on the lecture--not the lecturer
   c. FIRST FEW DAYS OF CLASS
      listen to professors' statements about what will occur in class--
      -does the instructor want questions
      -will lectures be a further explanation of text material or material not available from the text
      -what types of tests will be given
      -is class participation important? lab work? papers?
   d. check out the real expectations of the instructor
      1. sometimes the approach the instructor uses in class will indicate how s/he really feels (if questions are "encouraged" but pushed aside when asked, maybe they aren't encouraged as much as indicated)
      2. watch closely for that which is emphasized and discussed by the instructor.
         -it usually takes one or more tests or quizzes to be sure what the content will be like
   e. ASK QUESTIONS
      1. if you don't understand more than likely others won't understand either
4. Use your classmates
   a. get notes when you are absent
   b. read each others notes--compare their notes to yours
   c. review-question each other

3 BASIC NOTETAKING FORMS

1. Paragraph form--poorest but easiest
   a. little organization--new paragraph begins when the subject changes
   b. more likely to copy the instructor's statements word by word
   c. tiring to study because difficult to read and evaluate
2. Sentence form
   a. an unorganized series of complete statements
   b. best for following the poorly organized lectures
   c. difficult to study because major and minor points are unidentified
3. Standard outline form
   a. uses roman numerals, capital letter, arabic figures, and small letters
   b. uses indentation to different depths
   c. easy to study because major and minor points are differentiated
   d. requires thinking and organization to the highest degree
   e. almost impossible to copy the instructor's lecture word for word

SOME SUGGESTIONS TO IMPROVE YOUR NOTETAKING SKILLS

   a. date and identify each set of notes and keep them separated
   b. write legibly and on one side of the page
   c. try to take your notes in outline form using your own system
   d. use your own words to record the professor's words
   e. copy most diagrams, drawings and illustrations your professor uses
   f. record the professor's examples as they clarify abstract ideas

SOME SUGGESTIONS TO IMPROVE YOUR NOTETAKING SKILLS (con't)

g. make certain you record accurately names, dates, places and formulas, etc.
h. keep alert for emphasized points
i. look for verbal cues such as "the following five steps"
j. use underlining or symbols to identify points the professor emphasizes
k. circle reading and other assignments mixed up in your notes
l. separate your own thoughts from those of your instructor
m. leave sufficient space for clarifying and expanding your notes
n. ask collegues or the professor for clarification for those things not understood
o. don't be a clock watcher. The professor often crams thing in at the end
p. review and edit your notes as soon as possible after class, do not recopy
q. read your notes over carefully to see that they make sense
r. as you read your notes, emphasize points you want to pay particular attention to later when you review for an exam

SQ3R SQ3R SQ3R SQ3R SQ3R - (see Unit III outline)

Benefits: improves preparation for exams by organizing, systamatic reviewing.
conserves time for other activities by increasing understanding-remembering.

Typical freshman reading behavior

--reads assignments too rapidly by being in a hurry to get it over with
--passive reading of material as if it were magazine fiction
--unsystamatic approach to underlining -- too much or too little
--fail to recite major points
--review is delayed until test is announced as a result -- cramming

read your assignment before class -- review after class.

UNIT III
ILLUSTRATION OF SQ3R APPLIED

S-SKIM OR SURVEY
Q-QUESTION MATERIAL-WRITE QUESTIONS DOWN
R-READ-ACTIVELY WITH PENCIL
R-RECITE-ALOUD MATERIAL
R-REVIEW MATERIAL

## WHAT IS GOOD ENGLISH?

Since the day long ago when you first began to learn English you have been learning by imitation. That is, you have listened carefully to the words other people used and then have tried to pronounce them and use them the same way. You have acquired a vocabulary of several thousand words which you pronounce as other people around you pronounce them. You have acquired a fair understanding of complicated English construction without realizing how complicated they are. You have mastered mostly, perhaps all, of the forms of verbs and pronouns. You have done all this chiefly by imitation and by accepting the helpful corrections made by your friends and teachers.

"Correction" of your English raises the question: Why is one word or one form correct while another is incorrect? Good English is the kind of English used by educated people. The fact that educated people use a different kind of English from that used by uneducated people can be easily discovered by listening. The uneducated person will say for example, "Jim wasn't able to see nothing in the fog." Although the idea is clear in either form, you, as a college student would say it the second way, which, since it is the way an educated person would say it, is the "correct" way.

### WRITTEN ENGLISH AND SPOKEN ENGLISH

The distinction between correct and incorrect English is not so simple as the preceding paragraph suggests. There are varieties in the way English is used by the well educated. For instance, ther is a difference between spoken and written English. You have discovered in your studies that you are not permitted to write in the way you speak. Not only must you attend to matters like punctuation and spelling, but you must use whole sentences. You must avoid the dawdling, repetitious, disconnected language of ordinary conversation because such language is confusing when written. You speak to someone face to face, but you

ILLUSTRATION OF SQ3R APPLIED (con't)

write to someone who will not be present at your side when he reads what you have written. For that reason, written language must be more precise and careful than spoken language.

written precise

UNIT III

"CORRECT THIS PAPER" EXERCISE

(Students are to read through and make corrections on grammar, punctuation, spelling, sentence structure, etc.)

Campus newspapers play an integral part of the culteral experience afforded by students of various colleges and universities around the United States and the world.

Campus newspaper, such a: the BG News here at Bowling Green State University, always take a radicalized liberal aproach to the revelant issues of our times. They are never content with the way things are and always demo- for changes

The BG News is like most campus newspapers in the respect that it always puts the best stories of the day on the front page. The front page also has a few cutesy pictures and a big headline telling the name of the newspaper.

Meny campus newspepers feature liberal columnists from around the country. The BG News, our campus newspaper, follows this by printing columns by Art Buchwald, a respected columnist who's word is gospel among liberal circles.

Many campus newspepers write their own editorials on relevant issues like Govenor Rhode's calling Japanese people "Japs." The BG News come out against this conservative's action. And rightly so.

Much care and thought goes into the writting of editorials at the BG News, said Mindy L. Smested, assistant copy editor. She said she sees the editorial editor sitting at her desk at least four hours a day.

Another fawcet of the BG News that plays an integral part of the cultural experience of students at BGSU is the Campus Calender and the classified ads. Campus Calender tells the students what meetings to go to and the classified ads tell them which fraternity guy pinned which sorority girl.

Sports is important to every student and the BG News has a sports page or pages. These pages feature pictures and stories about Atheletes at Bowling Green State University.

Editorials, columnists, classified ads, campus calender and sports coverage are but a few ways campus newspapers play an integral part of a studen's cultural experience.

-- Thanks to Roger Lowe

UNIT III (or UNIT IV)
SIMULATION--"ONE YEAR IN THE LIFE OF A UNIVERSITY STUDENT"

The following simulation can be fun, and will aid Mentors in initiating a thought-provoking discussion about expectations, difficulties that arise throughout a college student's first year, problems to be dealt with, etc.

TIME: About 45 minutes for simulation (12-15 minutes per "quarter")
Time following the simulation should be allowed for discussion

SET UP:

A. Materials needed:

General Bulletin
Copies of the BG News
Schedules of classes
Current Bowling Green Sentinel Tribune
phone books (campus and Bowling Green City)
Library Handbook
Chart or construction paper, markers or crayons
miscellaneous other papers, pamphlets, etc. to add confusion
radio if available to add noise and confusion

Copies of each of the following (1 for each student):
- Instruction Sheet
- Fall Ranking Sheet
- Winter Ranking Sheet
- Spring Ranking Sheet
- Fall Activities A through J (each on a separate card or small sheet of paper and clipped together in packets by activity)
- Winter Activities B,D,E,F,G,I,J,K,L,M (arranged as Fall)
- Spring Activities C,D,E,F,I,L,O,P,Q,R (arranged as Fall)

B. Two - Four tables arranged so students can move about the room going from table to table as necessary
1. "Resource Table" with above materials (except Instruction Sheet, Ranking Sheets, and Activities Packets) plus miscellaneous other materials to add confusion
2. "Fall Activities" table - with Fall Activities cards or sheets arranged in packets
3. "Winter" and "Spring Activities" tables if tables are available; otherwise, take Fall Activities off and put Winter Activities on, and take Winter Activities off, putting Spring on, at the conclusion of each "quarter".

C. Three signs on wall about the room, marked "Faculty Person/Advisor", "Hall Director", and "Upper Division Student".

DIRECTIONS:

1. If possible, arrange room before simulation starts.
2. Put packets of Fall (Winter and Spring) Activities on Table(s).
3. Put other resources in a jumble on table marked "Resource Table".
4. Assign each Mentor to be one of the following: the "Faculty Person/Advisor", the "Hall Director", and "Upper Division Student" (not necessarily according to the Mentors' usual roles). When the simulation starts, they will stand by appropriate signs posted in the room.

UNIT III (or UNIT IV)
SIMULATION--"ONE YEAR IN THE LIFE OF A UNIVERSITY STUDENT" (con't)

DIRECTIONS (con't):

5. Give each student an "Instruction Sheet" and a "Fall Ranking Sheet". Go over instructions with them.
6. Give students a few minutes to rank order the items on the "Fall Ranking Sheet".
7. Start the music on the radio if you have one, and let students begin to perform the activities in the order each has ranked them.
8. The "Faculty Person/Advisor", "Hall Director", and "Upper Division Student", standing near their respective signs, should be available to provide advice, information, signatures, etc. These persons may use their judgement about providing the needed information or giving the student the usual university "run around".
9. Allow about 10 minutes for each "quarter".
10. At the end of Fall Quarter, distribute Winter Quarter Ranking Sheets and have students rank the activities and then proceed through Winter Quarter Activities as ranked.
11. At the end of Winter Quarter, distribute Spring Quarter Ranking Sheets and proceed through Spring Quarter. (Students may not complete a given quarter, but they go on to the next anyway.)
12. You might stop the music during a given quarter to "sing Christmas Carols," or to sit down for 1 minute for "Thanksgiving Break" or to be "snowed in during the blizzard", etc. All activity stops during these situations and resumes when the minute is up and the music is started again.

Discussion should follow this simulation, focusing on some of the students' experiences and insights during the simulation, the expectations they have for themselves and of the university, etc. Most of these comments should have been stimulated by the simulation itself. A common reaction of students is: "I never realized all the little things that could make it all so hard; I was really frustrated trying to get everything done in the time allowed." These are not untypical of reactions to the reality of college life itself!

-- Thanks to Pat Robinson
Char Scherer

UNIT III (OR UNIT IV)

MATERIALS FOR SIMULATION: "ONE YEAR IN THE LIFE OF A UNIVERSITY STUDENT"

INSTRUCTION SHEET

This game is a simulation of one year in the life of a university student.

This game will be divided into three sections, or terms. Each term you will receive a Ranking Sheet listing possible areas of concerns (goals). You are to rank these areas from #1 to #10, with #1 being Most Important, according to what you feel you would like to see accomplished that term. (Please remember: There are no correct answers!)

You will accomplish these goals by performing an activity. Select the area you have ranked Most Important (#1) and go to the table correspondingly marked (i.e., FALL or WINTER). There you will receive an activity to perform. After doing so, check-off that area on your Ranking Sheet so you know it has been completed. Proceed through as many areas as you have time for, in the order which you have ranked them. You may not be able to accomplish all ten activities.

You will have a limited amount of time for each term. Keep your Ranking Sheets (new sheets will be distributed at the start of each term), and all activity cards that you are not requested to turn in some place. You may need to refer back to the sheets and the cards.

Ask the roaming troubleshooters, or the table attendants, if you have any questions during the game.

GOOD LUCK AND HAVE FUN ! !

SIMULATION (con't)

FALL RANKING SHEET

Rank these areas of concern, #1 being most important and #10 being the least important. Check when completed.

| COMPLETED | RANK | | |
|---|---|---|---|
| _____ | ____ | Fall A | Attend Fall Athletic Events |
| _____ | ____ | Fall B | Become oriented to your academic program |
| _____ | ____ | Fall C | Learn your way around campus |
| _____ | ____ | Fall D | Develop personal goals for the year |
| _____ | ____ | Fall E | Plan your winter course schedule |
| _____ | ____ | Fall F | Take personal time |
| _____ | ____ | Fall G | Get elected to a Residence Hall Council position |
| _____ | ____ | Fall H | Pledge a sorority or fraternity |
| _____ | ____ | Fall I | Develop relationship with your roommate |
| _____ | ____ | Fall J | Develop relationships with fellow students |

KEEP THIS SHEET...

UNIT III (OR UNIT IV)

SIMULATION (con't)

WINTER RANKING SHEET

Rank these areas of concern, #1 being the most important and #10 being the least important. Check when completed.

| COMPLETED | RANK | | |
|---|---|---|---|
| _____ | ____ | Winter B | Become familiar with the community |
| _____ | ____ | Winter D | Take a look at yourself (Personal Evaluation) |
| _____ | ____ | Winter E | Finish your incomplete course work |
| _____ | ____ | Winter F | Take personal time |
| _____ | ____ | Winter G | Get involved in Hall Council programming |
| _____ | ____ | Winter J | Handle personal crisis situation |
| _____ | ____ | Winter K | Participate in athletic events |
| _____ | ____ | Winter L | Seek career counseling |
| _____ | ____ | Winter M | Become involved in University Affairs |
| _____ | ____ | Winter I | Seek a room change |

KEEP THIS SHEET...

UNIT III (OR UNIT IV)

SIMULATION (con't)

SPRING RANKING SHEET

Rank these areas of concern, #1 being the most important and #10 being the least important. Check when completed.

| COMPLETED | RANK | | |
|---|---|---|---|
| _____ | ____ | Spring C | Complete assigned research project |
| _____ | ____ | Spring E | Complete the partial schedule you received |
| _____ | ____ | Spring F | Use of personal time to go home |
| _____ | ____ | Spring D | Where do I want to go from here? (Personal Evaluation) |
| _____ | ____ | Spring I | Sign up for Fall Housing |
| _____ | ____ | Spring L | Talk to an advisor about your major |
| _____ | ____ | Spring O | Learn a new skill or take up a new hobby |
| _____ | ____ | Spring P | Interview for a summer job |
| _____ | ____ | Spring Q | Plan for time in the sun |
| _____ | ____ | Spring R | End of Year Check-Out |

KEEP THIS SHEET...

ACTIVITIES FOR UNIVERSITY SIMULATION GAME

FALL A ATTEND FALL ATHLETIC EVENTS

Look up the number of the Athletic office to find out if transportation is available to the Miami football game. Write the number of the office and the date of the Miami game on this card.

FALL B BECOME ORIENTED TO YOUR ACADEMIC PROGRAM

You have decided to take a course S/U. Find out the proper procedure and have a faculty member sign this card.

FALL C LEARN YOUR WAY AROUND CAMPUS

Find out where the Audio Center is located in the University Library. Write the floor on this card.

FALL D DEVELOP PERSONAL GOALS FOR THE YEAR

Write three personal goals for the year in the areas of academics, social, etc. Have another student initial each objective.

FALL E PLAN YOUR WINTER COURSE SCHEDULE

Use the class schedule on the resource table to select two courses in your major. Write down the course number and section number. Have a faculty member approve your selection.
(If this is ranked below #4 you are registering late. Stand next to the faculty member for two minutes.)

FALL F TAKE PERSONAL TIME

Go to the resource table and find a movie schedule. Pick one out you will go to and ask someone to go with you. MOVIE: PERSON:

FALL G GET ELECTED TO A HALL COUNCIL POSITION

Go to the resource table and make a poster for your candidacy for an office. Tape it to the wall.

FALL H PLEDGE A SORORITY OR FRATERNITY

Talk to two different students about the advantages and disadvantages of pledging. Have each student initial this card. Look up the number of the Greek Life Office to get information about rush. Write the number on this card.

FALL I DEVELOP RELATIONSHIP WITH YOUR ROOMMATE

Your roommate has a birthday coming up. Look up the number of a local bakery to order a cake. Write the number on this card.

FALL J DEVELOP RELATIONSHIPS WITH FELLOW STUDENTS

Introduce yourself to three members of the same sex. Have them sign their names on this card.

WINTER B BECOME FAMILIAR WITH THE COMMUNITY

Find out the name of the Bowling Green mayor and the location of the Wood County Public Library.

WINTER D TAKE A LOOK AT YOURSELF (PERSONAL EVALUATION)

If you did Fall D you have written personal goals. Explain to another student how you accomplished one of your goals. Have him/her initial this card.

If you did not do Fall D you haven't written your goals. Go back and complete Fall D and then complete the Winter D card.

WINTER E FINISH YOUR INCOMPLETE COURSE WORK

To make up your incomplete course work run one lap around the room. Have the faculty member initial this card. Go on to the next activity.

WINTER F TAKE PERSONAL TIME

If you didn't do Fall F you have not taken any personal time for yourself. Therefore you need help...Go and make an appointment with your hall director.

If you did Fall F you are free to go on to the next activity.

WINTER G GET INVOLVED IN HALL COUNCIL PROGRAMMING

If you did Fall G you are a Hall Council officer and can suggest a program for Winter Quarter. Write it on this card.

If you did not do Fall G contact a person on the council. Tell them your idea ane have them initial the card.

WINTER I SEEK A ROOM CHANGE

If you did Fall I you and your roommate are getting along but wish to move to a room with a different view. Tell the hall director which room.

If you did not do Fall I you and your roommate are constantly fighting. Tell the hall director you have to get out of the situation.

WINTER J HANDLE PERSONAL CRISIS SITUATION

You have been penned in your room by members of your wing. If you did Fall J you know three other students who will come and let you out.

If you did not do Fall J you can't get out. Therefore stand in the corner and yell "Help, I'm trapped," five times.

WINTER K PARTICIPATE IN ATHLETIC EVENTS

Look up the phone number of the intramural office and write it on this card.

WINTER L SEEK CAREER COUNSELING

You are confused about a major and career choice. Look up the names of two offices on campus that may be able to help you. Where is the Career Education Library?

SIMULATION (con't)

WINTER M BECOME INVOLVED IN UNIVERSITY AFFAIRS

Find out from an upperclass student how to become involved in BGSU Student Government Association.

SPRING C COMPLETE ASSIGNED RESEARCH PROJECT

If you did Fall C you are familiar with the campus and know where the Library's audio center is located. Therefore you can complete your music research project. Go on to the next activity.

If you did not do Fall C go back and do it and have an upperclass student initial this card. Go on to the next activity.

SPRING D WHERE AM I NOW? WHERE DO I WANT TO GO? (PERSONAL EVALUATION)

It's the end of the year and you are feeling kind of lost. If you did Fall and Winter D you have written your goals and simply need to review them.

If you did not do Fall and Winter D go back and do them. Then you can go on to the next activity.

SPRING E COMPLETE THE PARTIAL SCHEDULE YOU RECEIVED

You have received a partial schedule. Go to the resource table and select a new course. Write it down on this card. Go and ask an upperclass student or hall director the proper procedure for adding a course.

SPRING F USE OF PERSONAL TIME TO GO HOME

You have decided to go home. Go to the resource table and make a sign asking for a ride. Post it on the wall.

SPRING I SIGN UP FOR FALL HOUSING

If you did Fall and Winter I you and your roommate are getting along and wish to live together next year. Look up the location of the Housing office and write it on this card.

If you did not do Fall and Winter I you and your roommate don't get along so you need a new roommate for next year. Ask someone to be your roommate and have him/her sign this card.

SPRING L TALK TO AN ADVISOR ABOUT YOUR MAJOR

If you did Winter L you have talked to a counselor about your career choice and have decided to change majors to be in a different college. Ask your advisor how to change Colleges.

If you didn't do Winter L go back and do it and then talk to your advisor.

SPRING O LEARN A NEW SKILL OR HOBBY

Look up the phone number for the UAO office to sign up for a mini-course in an area of interest. Write the number and what UAO stands for on this card.

SPRING P INTERVIEW FOR A SUMMER JOB

The Student Employment Office is bringing a Cedar Point representative on campus to interview students for summer jobs. Write the location of the Student Employment Office and the phone number on this card.

SPRING Q PLAN FOR TIME IN THE SUN

You have been assigned a noon class. That cuts into prime sun time. Instead of constantly cutting class, find another one to take at night. Ask the instructor if you can come into his night class. Have him initial this card.

SPRING R END OF YEAR CHECK-OUT

This is it. It's over. Go to the resource table and fill out a change of address card. Place it in the box marked "the end".

UNIT V

"BOWLING GREEN COMMUNITY" EXERCISE

Developed by: Char Scherer, Pat Robinson, and Darlene Rocco

PURPOSE:

To explore the Bowling Green Community Resources with the idea of sharing the findings with the class and provoking some pertinent discussion about "town-gown" relationships. This will also help students become aware of facilities and resources off campus, and gives them an opportunity to practive writing and supporting their opinions. Areas to explore can be divided up, two or three students to an area.

THE ASSIGNMENT:

1. Explore the Bowling Green Community:

   A. Shops
      grocery stores, specialty shops, record shops, etc.

   B. Entertainment
      movie theatres, "nite" life, recreational facilities (bowling, parks, roller rink, etc.)

   C. Restaurants
      fancy, fast foods, specialty, etc.

   D. City Buildings
      Chamber of Commerce, Court House, Hospital, etc.

2. Visit at least 3 places in your assigned category.

3. Rate the places you explore according to the following scale:
   *poor **fair ***good ****excellent

4. Write a short paper (1-2 pages) to hand in, describing the places you visited, stating the ratings given and the reasons for rating as you did. The ratings of course are your opinion, but should be supported with reasons, such as comparing one place with another, or comparing with places you know back home.

5. Use good paragraph form; grammar, spelling and punctuation when writing the paper.

6. Be prepared to summarize and share your findings in class.

"The Purpose of the University": An Exercise Intended to Stimulate Dialogue Regarding the Meaning of College.

Prepared by James L. Litwin, University Division of General Studies

## Introduction

At the request of the University Seminar Coordinating Committee, I have tried to illustrate below what appeared to be a fairly effective technique to engage students and mentors in a dialogue regarding why they were at the university at this particular point in space and time. I agreed to write this technique up under the condition that I could submit it as a "first draft" since time became too short to submit a finely polished product which I believe this topic surely deserves. The session on the purpose of the university is an important one and the ideal would be to generate an 8 to 10 page unit with background materials, optional features, and a reading list. Clearly, I did not have time to do that; however, my aspiration for talking about the exercise in this abbreviated fashion is that it may help other mentor teams to develop their own approaches to the topic.

## Purpose

We (Beatrice Morton, George Falkenbach, and myself who comprised our mentor team) saw the purpose of this session as raising the awareness of students to understand that the university has many dimensions and set goals, and that eventually students must sort out their own reasons and motivations for attending BGSU in order to establish a meaningful relationship with the university. We believed that a thoughtless university experience is an empty one and such an experience is neither worth the student's time nor money. We were especially convinced of the necessity of this session when we were confronted in the first session with students who had apparently "floated" into the university; many of them had been programmed to be there since kindergarten and had never given a second thought to why they were at college.

## Useful Tools

Our basic approach to the topic was to have students make forced choices regarding the purposes of the university and to facilitate a discussion of the differences among their choices and their reasons for making such choices. We believed that a philosophical discussion could best be stimulated by some dissonance as well as guided questioning.

In preparation for the session we asked students to read a chapter out of Virginia Voeks' book entitled "The Nature of an Educated Person" as well as an article from the Chronicle of Higher Education called "To the Class of 1979". Surely, there are many other readings that would suit this purpose, ranging from statements of Cardinal Newman to Jerry Farber.

"PURPOSE OF THE UNIVERSITY" EXERCISE (con't)

The second tool was a description of seven somewhat distinct propositions for describing the purposes of the university; there are many such typologies available, but it was more interesting to draw up a new one given one's unique perception of BGSU and the types of students attending Bowling Green. On the other hand, one could have substituted such traditional typologies as the Clark-Trow analysis of student cultures or the traditional tri-partite role of the university: teaching, research, and service. Our seven purposes were:

RESEARCH AND DISCOVERY

OCCUPATIONAL AND CAREER TRAINING

MEETING OTHER PEOPLE

HAVING FUN AND "GOOD TIMES"

LEARNING AND DEVELOPING THE MIND

EXAMINATION OF PERSONAL VALUES

SOCIAL JUSTICE

Each label was accompanied by a paragraph-long description such as the one for "learning and developing the mind": "A place where learning and exploration of ideas is most important. Students become clear and logical thinkers. Good teaching is emphasized."

Method

Each student in the class received a set of seven 3 x 5 cards with the descriptors and paragraphs typed on them. The students were asked to consider these for five minutes and then to rank-order the cards according to the way in which they thought the purposes of the university should be ordered (as opposed to the way they think the university really works).

After five minutes or so (according to our cookbook) we asked each student to raise their hand if they designated a certain card first in order. Intuitively, we then asked those students who seemed to be expressing opposites to join together in small groups. Their task for the next ten minutes was to discuss their individual rankings and to arrive at a group decision on the purposes of a university. At the end of that period we asked that one person report on the position that the group had ranked first and the position they had ranked last and to outline the basic discussion that had taken place in reaching their conclusions.

After each group reported, we proceeded to a general class discussion about how the university could be characterized and how students as individuals must come to terms with the university and their reasons for being there. At the end of the session, students usually trudged off to their next class, to get some fresh air, or back to their dorm room to sleep it off.

Conclusion

There were no expressions of deep gratitude on the part of students for this exercise. However, it was a lively and interesting discussion. All students participated and several were rather eloquent demagogues for their own position. After students had left, we sat worn out in the Union sipping coffee and telling ourselves: "Gee, that went pretty well." If nothing else, we had at least arrived at a good understanding of what students thought about the purposes of the university. I was moderately exasperated, but uplifted by the thought that things will be different next year with new card definitions, new students, etc. Personally, I believe the session on "The Purpose of Going to College" can be one of the most meaningful in the University Seminar. At times, I have thought it should be the first session of the Seminar and take up every class until people were absolutely exhausted.

If you use this exercise, some variation of it, or do your own, I would like to hear about it; it seems to me there are many ways this topic can be approached profitably for both students and mentors.

UNIT VI (OR UNIT VII)

PURPOSE OF THE UNIVERSITY DESCRIPTIONS

DIRECTIONS:

Rank order the following according to the way in which you think the purposes of the university should be ordered.

_____ RESEARCH AND DISCOVERY

A place where the student is encouraged to delve into vast bodies of knowledge through implementing independent research projects. The professor guides the student in this endeavor, while at the same time continuing his own research in the pursuit of creating new knowledge.

_____ OCCUPATIONAL AND CAREER TRAINING

A place where the student learns the skills and knowledge necessary for him to enter the job world upon graduation. Practical application and field-based experiences are emphasized.

_____ MEETING OTHER PEOPLE

The student is encouraged to participate with social groups, join clubs, take part in campus activities, possibly become an officer in such groups.

_____ HAVING FUN AND "GOOD TIMES"

Realizing that this is the last experience a student will have as a dependent member of society, the student uses his time to pursue those activities which he finds most enjoyable.

_____ LEARNING AND DEVELOPING THE MIND

A place where learning and exploration of ideas is most important. Students become clear and logical thinkers. Good teaching is emphasized.

_____ EXAMINATION OF PERSONAL VALUES

A place where students review past experiences and decisions, begin to develop their own code of ethics and moral values, learning to integrate them with their developing life styles.

_____ SOCIAL JUSTICE

A place where social issues are emphasized. There is a concern for dealing with problems such as equality, ecology, justice, governmental reform, etc. and seeking to find possible solutions.

--Thanks to Char Scherer
Pat Robinson
Debbie Graves

UNIT VIII

VIDEOTAPE RESOURCE FOR GENERAL EDUCATION

"LIBERATION: WHEN WILL WE EVER LEARN?" (about 35 minutes)

This videotape deals with education as a means to liberating individuals to achieve their potentials. It describes several specialized teaching approaches used at Bowling Green State University and designed to build skills for self-directed learning and ultimately to produce self-directed individuals. The tape also has a thorough discussion of life-long learning and the importance of making education work for the individual by encouraging wise choices from the many alternatives available.

Important persons you'll see on the tape are:

Bob Bashore, Professor of English and current Director of the Honors Program
Pete Facione, Professor of Philosophy and instructor of an individualized logic course
Gary Woditsch, former Director of CUE Center (Competency-based University Education Center)
Art Whimbey, Professor of Psychometrics and instructor of a problem analysis, problem-solving course
Janet Hyde, Professor of Women's Studies, and instructor of a Psychology of Women course
Tom Attig, Professor of Philosophy and instructor of a Death and Dying Course
Sue Crawford, on staff at the Center for Continued Learning
Maggie Kuhn, Founder and Director of the Gray Panthers
Dolph Norton, former Chancellor of the Ohio Board of Regents
Don Vickers, Educational Broker from the National Educational Brokerage
Don Scherer, Professor of Philosophy and on-camera narrator

To arrange for your Seminar class to see this videotape, call Candy Stevenson at the WBGU TV Station (2-0121).

## "HIGHER EDUCATION - WHAT VALUE DOES IT HAVE?" EXERCISE

"Higher Education - What Value Does It Have?" consists of a real-life letter from a young man who walked away from a "good" university in Ohio. The student, Tom, had been at the university for two years and had about a "B-" average. He headed "West" where he has been fishing and taking odd jobs in order to live and support himself. There is no question about the man's academic ability or potential success within whatever his chosen vocation turns out to be. He comes from a stable family of five children (two brothers and two sisters). Both of the parents have college educations - the mother is especially talented in music and the father, in creative advertising. He is white and has held an avid interest in fishing since high school. Tom's letter follows.

Dear ,

I've been trying to sort my brain out for years and it seems the most headway I can get is back to total apathy. In truth my conceptions of myself and others are so different that the mere presence of others puts me to zero. I always feel I want to throw the shoe away and forget everybody else except the only reality I know, me and nature. Thus the fishing trip and all, dropping out of school, the L.S.D., and non-competitive disgusted attitude.

This schism appeared long before drugs, although they enhanced it a great deal. I absolutely cannot make my brain work coherently in today's social hypocrisy. This is an attitude formed long before and after the college experience. In truth, I can't stand college, and I can't stand the boredom of the straight world. Have you read <u>The Electric Acid Test</u>? I can identify with everything that book says to such a degree of solidity that the rest of the world, all the famous paintings, sculptures, monroe doctrines, vaporize into fragmented blotches of nothing.

Thus my conversation and up to now communication with you has been a part of my non-reality, the college, the goals, the heavy ideas are all thought up by me to keep people away from my reality, of such intensity and fragility that the merest interference could blow it apart. This is really where I'm at. <u>I</u> don't give a damn about getting somewhere, finishing school, getting a job, working hard because they mean nothing to me, nothing. They simply do not and never existed in my head, so how could they otherwise? These things are out of the picture; far away; revisited only as a facade to deter tormentors.

My point in this letter is saying thanks for being real with me, and if there really is something to be gained in education please let me know precisely what it is. I doubt I can return to school in Ohio after you see my true grades and not what I trumped them up to be, but Ohio's fine if you can convince, no, are sure of the advantages or consequences of education as being <u>the</u> thing to do. I can't tell. I expect some word soon. In the meantime the salmon and steelhead are running up the Skagit and I'll be heading up soon as I can -- will let you know --

Tom

"THE UNIVERSE GAME" EXERCISE

Prepared by Gary A. Woditsch, CUE Center

Introduction

This exercise is designed to stimulate discussion about the fundamental skills and capabilities which general education--indeed, the whole baccalaureate experience--should strengthen in the student. The strategy is simple: get students to employ the fundamental skills, and use their behavior as exemplary and subject for discussion. It is an "open" technique in the sense that it builds on student participation. The mentors cannot be asleep and must provide running analysis and encouragement.

Purpose

The basic purposes of this exercise are: to bring students to a consciousness of their cognitive and creative powers while they are employing them; to help students inspect a small but universally applicable set of investigative skills--questioning, categorizing, perceiving similarities and and dissimilarities; to familiarize students with the notion of the relativity of knowledge--i.e., the value of a construct about our world depends on the purpose it is meant to serve.

Method

Conduct the game seriously, but with a smile. If you ridicule the game, so will the students. If you enjoy it, so will they. Ask the student to identify one thing he or she has learned in the last 24 hours. Write shorthand summaries of each thing on the blackboard, and number as you go. Odds are 30 to 1 you'll get things like "I learned how crowded a dorm room can get" rather than "I learned that Edmund Burke wrote his 'Reflections on the French Revolution' in 1790." It matters not how profound or how trivial--write them down.

When through, inform the students they are Greek gods hovering in space before a universe comprised only of all the items on the blackboard. A crucial first question can now lead these gods in any number of productive directions. For instance, a mentor asks, "What can you tell me about the universe?" Categorization, and conflicts in categorization, normally occur. Frustration with conflicting approaches usually prompts some student to ask, "What is the right way to categorize the list?" If a mentor asks, "How can you tell which way is the right way?", a student might respond, "It depends on what you want to do with the list."

As different 'Greek gods' announce different purposes around which to classify the universe, it grows astonishing how rich a dull universe of two dozen trivial items becomes. It will even respond to trivial questions, like, "What can this universe tell me about duck hunting?"

Finally, and most importantly, discussion of the process the students have gone through begins. The point here is to draw parallels between the way they shaped their silly universe and the way mankind has shaped his sometimes hardly less silly one.

"THE UNIVERSE GAME" EXERCISE (con't)

Conclusion

The experience will have had its value if students begin to realize that the world they live in is in large part a product of the kinds of skills they exercised in the game, and hence those skills are worth careful cultivation and careful use.

An open, relaxed, informal classroom atmosphere will serve the session best, so long as mentors take the venture seriously.

Please feel free to modify the exercise to meet the needs of your Seminar section.

## UNIT IX (OR UNIT X)

## SUPPLEMENTARY EXERCISES

Exercise I Sharing reactions, attitudes, differences, similarities, feelings and values around a series of questions and themes having to do with life and work.

Time: 15 minutes, entire group seated so that each person can see every other person in the room.

Questions: Can give three hand signals: Raise hand to say yes; thumb down to say "no" or fold arms to "pass". Passing means either he has nothing to say or does not want to say anything at this time. There is to be no discussion. All non-verbal. Co-facilitators keep a count on each question.

1. Do you take regular exercise?
2. Do you enjoy time off from work better than work?
3. Do you like where you live?
4. Have you taken time this Fall to watch the leaves fall?
5. Have you ever been fired?
6. Have you ever quit a job?
7. Do you believe that all the jobs advertised are the only ones available?
8. Have you travelled outside the U.S.? Outside the U.S. and Canada?
9. Do you sometimes think of dying or what death may be like?
10. Do you ever cry at movies or watching TV?
11. Do you watch TV more than two hours a day on the average?
12. Do you believe you will find another job in the area you want it if and when you leave BG?
13. Do you believe in love at first sight?
14. Would you like to live in suburbia?
15. Would you like to live in the inner city?
16. Would you like to live way out in the country?
17. Do you feel like a victim when hunting for a job?
18. Do you find it easier to give orders than to take orders?
19. Do you consider yourself a highly competitive person?
20. Do you laugh a lot?
21. Do you take risks very often?
22. Do you think of the past a lot?
23. Do you think of the future a lot?
24. Do you live most of the time in the present?
25. Are you aware of contradicting yourself in your answers to the last three questions?
26. Do you think you have salable or marketable skills?
27. Do you feel you can use these skills in a variety of occupations of jobs?
28. How many express feelings easily?
29. How many are "evaluating" Career-Life planning for their own use or for use in their organizations?
30. How many are interested in becoming a Career-Life Planning Trainer?

--Thanks to Darlene Rocco

UNIT IX (OR UNIT X)

SUPPLEMENTARY EXERCISES (con't)

Exercise II What is a Peak Work Experience?

Time: 40 minutes with groups of 6-8 participants

1. Have each person pick out from his past work experience one single episode that stands out as a peak experience.
2. Ask him to think about it for a while in silence and try to live again in his mind and feelings what happened, where it was, when, who else was involved, what were the circumstances (3 minutes)
3. Now have each one briefly share this peak work experience with his group members. You need to brief the group carefully on how to do this. Suggested briefing:

   Tell your peak experience in the first person as if it were going on here and now. (Today I am...") Get into it and live it as if you were doing it for the first time. This helps you to catch the details of your peak experience as if it were fresh and real. Others in the group will help you to speak in the first person. As each one finishes, have some in the group help you to pick out what it was about your peak experience that made it that way. What does make up a peak work experience for you? Have someone from your group write down in a list what makes each peak work experience. As each one in the group tells his peak work experience and picks out what made it that way, add to the list that was started by the first person
4. Post the lists from each group where all can see them.

--Thanks to Darlene Rocco

Most people have different levels of knowledge about matters relating to the world of work. This question asks how much you know about the world of work and your relationship to it.

I AM A PERSON WHO .....(circle one)

| Knows A Lot | Knows Something | Knows Little | Knows Nothing | |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | a. about my occupational interests |
| 4 | 3 | 2 | 1 | b. about my abilities, talents, and skills |
| 4 | 3 | 2 | 1 | c. about what is important to me in any position I might obtain |
| 4 | 3 | 2 | 1 | d. about the current opportunities within the world of work |
| 4 | 3 | 2 | 1 | e. about how a person finds employment after graduation |
| 4 | 3 | 2 | 1 | f. setting goals for myself |
| 4 | 3 | 2 | 1 | g. what I want to accomplish in college |
| 4 | 3 | 2 | 1 | h. about how my academic major relates to opportunities within the world of work |
| 4 | 3 | 2 | 1 | i. what I want to accomplish during the first five years after graduation |
| 4 | 3 | 2 | 1 | j. about the steps in making a decision |
| 4 | 3 | 2 | 1 | k. what my parents expect of me career wise |
| 4 | 3 | 2 | 1 | l. what kind of a position I hope to obtain after graduation |
| 4 | 3 | 2 | 1 | m. about salary ranges for entry level positions I am considering |
| 4 | 3 | 2 | 1 | n. what constitutes a typical day for a person working in occupations I am considering |
| 4 | 3 | 2 | 1 | o. what the graduations requirements are for the academic major I am either considering or am taking |
| 4 | 3 | 2 | 1 | p. what the expectations are of employees (by their employers) working in the occupations I am considering |



--Thanks to Pat Robinson

UNIT IX (OR UNIT X)

"THE CATSKINNER GAME" EXERCISE

SUMMER JOB CHOICE

Imagine that you are trying to get a job for the summer to earn some money and to find something enjoyable to do. The important thing is that you need to earn money to pay some of your expenses in school next year. Jobs are very hard to get this summer, but your counselor tells you he has two jobs available now. You can have either job you choose.

In two weeks he will have two more jobs for you to choose from, but he cannot tell you what they are. Also, he is not sure you can get either of these jobs.

Summer is getting close and you are anxious to have a job. The two jobs that are available now are: catskinner and spotter. You can decide on one of these jobs or wait for two weeks. You can select three pieces of information from the list below. If you wish, you can get the answer to one piece of information before choosing the next. Ask the leader to give you the information you choose.

INFORMATION

A. Salary of catskinner
B. Salary of spotter
C. Names of two jobs in two weeks
D. Duties of catskinner
E. Duties of spotter
F. Working conditions of catskinner
G. Working conditions of spotter
H. Duties of first job to be available in two weeks
I. Duties of second job to be available in two weeks
J. Salaries of both jobs in two weeks
K. Counselor's advice
L. Parent's advice
M. Kind of people you will be working with as a catskinner
N. Kind of people you will be working with as a spotter
O. Restrictions or limitations on two jobs that will be available in two weeks.

Which three pieces of information do you choose?

1. _____

2. _____

3. _____

What are your reasons for choosing these three:

1. _____

2. _____

3. _____

After reading the three pieces of information (given to you by the leader), what do you decide?

1. To take the catskinners job
2. To take the spotters job
3. To wait for two weeks

What is your reason for deciding as you did?

_____

Now, after reading all pieces of information (given to you by the leader), what is your decision?

1. To take the catskinners job
2. To take the spotters job
3. To wait two weeks

Now what is your reason for your decision?

_____

_____

"THE CATSKINNER GAME" (con't)

ANSWERS: (To be provided by leader during the game. Leader might want to tally how many ask for each information item, to be used in later discussion at conclusion of exercise.)

SUMMARY DATA: Job Choice Exercise

| | |
|---|---|
| A. Salary of catskinner | A. $8.50 per hour |
| B. Salary of spotter | B. $2.50 per hour |
| C. Names of two jobs in two weeks | C. Door-to-door salesman and library aide |
| D. Duties of catskinner | D. Drive a small tractor, dirt mover for road construction |
| E. Duties of spotter | E. Operate several machines that remove spots at a dry cleaner's |
| F. Working conditions of catskinner | F. Outdoor, 8-hour day, hard labor |
| G. Working conditions of spotter | G. Inside, good, clean plant, 8-hour day, easy |
| H. Duties of first job to be available in two weeks | H. Selling ads in publications to commercial agencies and clients |
| I. Duties of second job to be available in two weeks | I. Inside, assisting librarian in cataloging, reshelving, answering phone, etc. |
| J. Salaries of both jobs in two weeks | J. 1st job pays $2.50 per hour plus commission<br>2nd job pays $2.75 per hour |
| K. Counselor's advice | K. Take the job that relates most with your career interest |
| L. Parent's advice/Spouse's advice | L. Choose the job that will provide the most money for family/future education |
| M. Kind of people you will be working with as a catskinner | M. Mostly men, "hard hats" ages 24-40 |
| N. Kind of people you will be working with as a spotter | N. Mostly women, skilled laborers, ages 30-50 |
| O. Restrictions or limitations on two jobs that will be available in two weeks | O. First job: Male or Female, good verbal ability, friendly personality & ability to persuade.<br>Second job: Male or Female, good with details, work under supervision, fast with alphabetizing. |